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ABSTRACT

Conducted in 1965 by the Wisconsin Department of Public Welfare, this study sought to (1) bring about a better understanding of the school dropout, (2) determine major dropout causes, and (3) identify difficulties and achievements of dropouts in the Lakeland Union High School, Wisconsin. Utilizing a control group of 100 students selected on the basis of sex, parent occupation, geographical location of home, and race (Indian or Anglo)--all of which corresponded with the dropout group--it was established through interview that poverty and the accompanying cultural traits contributed most heavily to a student's dropping out. The poverty group" was characterized by (1) hostility toward the community and its power structure, (2) dependency upon welfare, and (3) "today" being the only real entity in time. The non-poverty group showed the attitudes of rejection as well as paternalism toward the poverty group. Lack of leadership ability and lack of participation in extracurricular activities, negative or non-caring attitudes by parents, lack of academic achievement, and lack of periodicals in the home all correlated positively to dropouts. This study also pointed out that Indian dropouts may be running from cultural conflict in the society, in instructional assumptions, and in value judgments of the school. An appendix showing the age at withdrawal (by month) and age-sex distribution of the populations in 10 district towns is included, along with survey instruments and a bibliography. (MJB)

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REPORT

STUDY OF VOLUNTARY SCHOOL DROPOUTS

IN THE

LAKELAND UNION HIGH SCHOOL DISTRICT

RC 005346

Conducted by the State Department of Public Welfare, Division for Children and Youth, Community Services Section in cooperation with the Lakeland Union High School.

William Benallack, Project Director

MARCH 1965

The State of Wisconsin

STATE DEPARTMENT OF PUBLIC WELFARE

MADISON (2)

IN REPLY PLEASE REFER TO:

Mr. Donald W. Bessler
District Administrator
Lakeland High School
Minocqua, Wisconsin

Dear Mr. Bessler:

I am pleased to transmit the "report of the Lakeland High School Study of Voluntary Dropouts" conducted by the Division for Children and Youth with the full cooperation of yourself and your staff. Mr. William Benallack, who conducted the study, Mrs. Louise Spence, our Rhinelander District Administrator who served as liaison with you in the planning of the study, and Mr. Joseph Mann who will be your continuing contact with us as you follow up on the study appreciate your generous sharing of records, space, and staff time.

It should also be noted that Mr. James Godschalk, your Director of Guidance, was particularly helpful and gave unstintingly of his time, knowledge and interest.

This joint effort between our agency and your school district is another step forward in the nationwide attempt to reduce school drop out. This report will probably have its greatest impact in your school. However, its findings will also be helpful to the many concerned groups and agencies trying to help students remove the blocks to the completion of their studies.

Sincerely yours,

Wilbur J. Schmidt, Director
STATE DEPARTMENT OF PUBLIC WELFARE

March 1965

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I N T R O D U C T I O N

The Lakeland Union High School District, which sprawls across 705 square miles in Oneida and Vilas counties, is located between Woodruff and Minocqua, in Oneida county. The district extends all the way to the Wisconsin-Michigan border.

Very soon after the school was opened in 1957 its administration became aware of a problem that quickly assumed serious proportions. Too many students were dropping out of school or leaving with insufficient credits for graduation. A three year study indicated that 20 per cent of the total student population was failing to graduate, compared to a state-wide average in 1963 of 12.8 per cent.

Deeply concerned, the Lakeland school district administrator, Dr. Carl Eisemen, and Mrs. Louise Spence of the Division for Children and Youth of the State Department of Public Welfare made plans to conduct a full scale study to be financed by Federal Child Welfare Service funds.

There were four main reasons the welfare organization decided to accept the task. The school district is entirely rural, though largly non-farm. There is a broad socio-economic spectrum, ranging from above $25,000 to less than $1000. The area is bi-racial, with 16 per cent of the high school student body being Chippewa Indians, largely from the Lac du Flambeau reservation. And the school had accumulated only six years of records, making it possible to include the school's entire drop out experience.

When the school district was formed in 1955 it incorporated eight towns: Arbor Vitae, Boulder Junction, Flambeau, Hazelhurst, Lake Tomahawk, Manitowish Waters, Minocqua and Woodruff. Two years later, the Town of Winchester was added. By then the district was 39 1/2 miles long from north to south and 24 1/2 miles wide.

From the first year of operation, 1957, two of the critical problems the school's administration was forced to live with were poor attendance and the dropout.

Therefore, the purpose of the study was to try to bring about a better understanding of the youngster who drops out of school by studying his records and the opinions of his teachers, parents, contemporaries and the dropout himself. It was hoped that broad and often negative judments could be narrowed or eliminated. Determining the major causes of dropping from school was another goal. Finally, the difficulties the dropouts faced, and their achievements, were to be traced.

Supervision of the project was provided by the Community Services section of the Division for Children and Youth, with the actual study being conducted and written up by William G. Benallack, Rhinelander.

CHARACTERISTICS OF THE LAKELAND DISTRICT

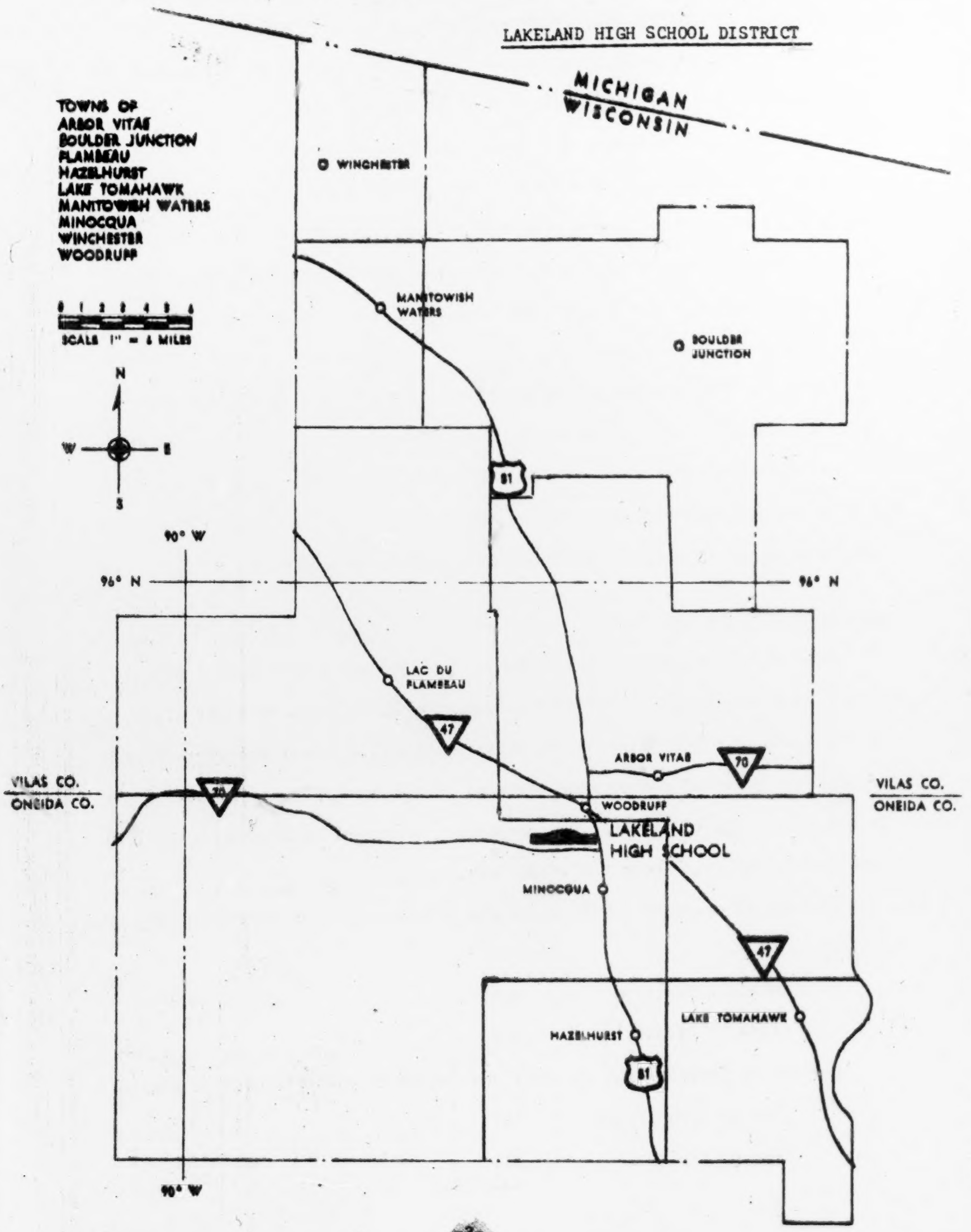
Lakeland Union High School

The Lakeland Union High School district is spread over almost 1000 square miles, with the actual school site located at its approximate center of population. Thus, one of the problems that has faced the administration was built in.

Pupils must sometimes ride for more than 30 miles each way on school buses and are gone from home for nearly 10 hours. Parents complained that their children were "over tired" when they returned home after classes. Although these same parents were very supportive of the school, its facilities, the faculty and the curriculum, they questioned its effectiveness because of the district's very size.

Another problem attendant to the opening of LUHS was the integration, for the first time, of the Indian population of the Lac du Flambeau reservation

LAKELAND HIGH SCHOOL DISTRICT



with the rest of the non-Indian school community. Curiously, along with the usual expressions of bias (Close contact of the two races was "immoral," the "laziness" of the Indian children would "drag down" the academic achievements of the non-Indians, etc.) there were reciprocated fears. Both Indian and non-Indian parents were afraid that the children of the other would molest their own youngsters, that "their children" had lower morals than "our children," that the administration would favor "their children" over "our children," and so on.

From the time the school building was occupied, the curriculum was expanded each year. In its third year of operation the school was accredited by the North Central Association of Colleges and Secondary Schools.

Attendance was recognized as a critical problem by the end of the first school year when average daily attendance reached 90.8 per cent.

Community Composition

Educationally, some of the towns in the Lakeland district drop well below the state mean. In the 1960 census, people 25 years or older living in the Towns of Arbor Vitae and Winchester, though equal to the state mean in the completion of one or more years of high school, are far below the mean in the percentage of students who graduate. However, taken as a whole, the Lakeland district is above the state mean.

Persons 25 years of age or older who completed one or more years of high school:

Lakeland district	64%
State of Wisconsin	57%

Persons 25 years of age or older who failed to complete high school:

Town of Arbor Vitae	69%
Town of Manitowish	31%

--4-

Town of Minocqua	56%
Town of Winchester	71%
Lakeland district	53%
State of Wisconsin	58%

The population of the LUHS district is 6525. With the exception of the Lac du Flambeau reservation population throughout the district is declining. This is largely attributable to the immigration of the 15 to 24 year old age group, although some immigration of persons 60 years of age and older has occurred in at least two towns, Minocqua and Woodruff, as people have sought the area for retirement homes. In the Town of Manitowish Waters, 33 per cent of the population is over 55 years of age. In Winchester the figure is 28 per cent. In Boulder Junction it's 25 per cent. In most towns aging males outnumber aging females. (For an age-sex distribution, See Appendix pp iii-xii)

This age-sex imbalance points up the problems of finding adequate work and work compensation in the area. One reason for this is that the tourist industry, with its seasonal bursts of employment, is one of the areas major sources of income. People from all over Wisconsin and from northern Illinois flock to this prime recreation land. In summer its population expands enormously with the influx of semi-permanent cabin owners as well as short term and weekend tourists.

The district includes the famed "island city of Minocqua" which actively promotes tourism. Indian dancing on Lac du Flambeau reservation is also highly publicized. Fine fishing is available on hundreds of lakes within the area. The latter also receive extensive use for water skiing and other water sports. During the winter there is a more modest influx of hunters of the wily white-tailed deer and other game animals, as well as a smattering of ice fishermen.

There is also a commercial ski hill operating in the area.

About 15 per cent of the local population is employed by several small manufacturing plants: electrical, feather processing, water ski manufacturing, fiber glass sporting goods. Although it's a heavily wooded area forestry doesn't play as important a role as one would expect. Some people do work in the pulp wood industry, as skidders, cutters, contract carriers. One sawmill provides a year -round living for a small crew of men.

The general patter of the decline of the small farm during the past two decades has been felt in the Lakeland district. As the homesteaders of the early days of the twentieth century retire or die, their farmsteads aren't being taken up by the second generation. However, some are making new crops, Christmas trees and pulp wood, pay a nice profit. There is also some fur farming in the Lakeland district, primarily mink. This has achieved considerable significance in the agricultural scene of the area.

Incomes of people in the Lakeland district are grouped in the same category as those of the rest of the state: $3,000 to $10,000. However, there is a marked difference at each end of the scale.

Income	Lakeland district	State of Wisconsin
Less than $3,000	30.1 %	17.4%
$3,000 - $10,000	64.6	71.3
More than 10,000	4.9	14.3

There were 5,445 housing units in LUHS, according to the 1960 census.

More than 20 years old	50.7%
10 - 20 years old	24.0
Less than 10 years old	25.3

At the time of the census 74.9% had lived in their homes for three years or longer, while 49.2% had lived in their homes for seven years or longer.

The Lakeland district also suffered in comparison with the rest of the state in the matter of homes with baths:

Lakeland area	72.2%
State of Wisconsin	86.1

The value of Lakeland area owner-occupied homes isn't consistent with that of the homes throughout the rest of the state.

	Lakeland	State of Wisconsin
Less than $5000	27.8%	7.7%
$5000 -- $9900	32.5	25.3
$10,000 -- $14,900	24.1	21.6
$15,000 and above	15.6	35.3

As might be expected in a rural, non-industrialized economy, the homes in the Lakeland Union High School district tend to be somewhat less pretentious than those of the state as a whole. (Values of homes were obtained by asking the owners what they thought their homes were worth.)

All in all, these economic factors don't speak well of the futures of young men and young women, dropouts and graduates. Opportunities for employment are very limited. Even available employment doesn't pay very well. This serves only to compound the plight of the high school dropout.

METHODOLOGY

A control group of 100 students was selected on the basis of four criteria: sex, occupation of parents, geographical location of home and race. The percentage of boys and girls in the control group equalled that of each sex in the dropout group. The occupations of their parents, as listed by the students in the school's records, were applied to the categories established in the Dictionary of Occupational Titles.[2] The categories used are as follows:

0 - Professional and Managerial Occupations

Professional occupations

Semi-professional occupations

Managerial occupations

Office occupations

1 - Clerical and Sales Occupations

Clerical and kindred occupations

Sales and kindred occupations

2 - Service Occupations

Domestic service occupations

Personal service occupations

Protective service occupations

Building service workers and porters

3 - Agricultural, fishery, forestry and kindred occupations

Agricultural, horticultural, and kindred occupations

Fishery occupations

Forestry occupations (except logging)

Hunting and trapping occupations

4 and 5 - Skilled Occupations

6 and 7 - Semi-skilled occupations

8 and 9 - Unskilled occupations

It wasn't always possible to find sufficient numbers of Indians who had graduated from LUHS to match Indian dropouts so the racial criterion broke down more frequently than did the other three. The standard, geographical location of homes, worked out a little better; student quotas were assigned to each town in the district on the basis of sex, parental occupation, although occupational categories in the Town of Woodruff and Lac du Flambeau

were skimpy.

A problem arose when an attempt was made to match parental employment, since all parents of graduates were active in gainful occupations. This left parents within the control group who had not been planned for. They were distributed among the following groups: agricultural, skilled, semi-skilled and unskilled occupations. In each of these groups, one person was added to the male side and on to the female side, thus retaining the original proportions intended for the control group.

The control pattern was extended into the school records of the subjects. (See record summary form, page 13, Appendix.) Among items of interest were: recorded grades, awards, disciplinary actions taken, teachers' evaluations of the student's personality and drive, the student's own evaluation of his school environment and of himself, as well as the student's achievements on the various aptitude and intelligence tests used in the school district. Kuhlmann-Finch, Otis, Crose, Detroit Intelligence, California Short Form, California Intelligence, Henmon-Nelson were the ability tests. The achievement tests were American Schools, California Achievement, Metropolitan, Progressive, and Stanford. The Henmon-Nelson testing system was selected because it is encouraged by the Wisconsin State Testing Program and has been used in the Lakeland Union High School district from the beginning of the latter's testing program. However, because of being absent or being transferred into the school not all students were tested by Henmon-Nelson. National and state norms were used at various times. After consultation with Dr. William F. Thomas, Director of the State Testing Program, it was decided that raw scores should be translated into I.Q.'s rather than attempt to adjust the state norms to national norms, or vice versa. This was made possible by the use of publisher's tables supplied by Mrs. Marion Eastman of Houghton-Mifflin Co.

The other testing program used by the school and applied to the dropout study is the Iowa Test of Educational Development. Science Research Associates, Inc., Chicago, supplied the conversion charts used in connection with this system.

A vital source of information was the person-to-person interview. Graduates, dropouts and the parents of each were questioned. (Schedules used for parents and students may be found on pages xviii-xxvi, Appendix.) The research wasn't as successful in locating subjects as was hoped. Parents acceded to interviews in 128 of the 183 homes selected. Interviews were completed with only 68 of the 215 students selected. Sometimes projected interviewees refused to answer the door. Sometimes they put the interviewer off because "the time was inconvenient" or some such other excuse.

Definitions

For the purposes of this study only voluntary dropouts were included in the sample. These included:

Students who had left school after four years at LUHS without compiling enough credits to graduate;

Students who didn't return from summer vacation (the date used for their withdrawal from school is that selected by the guidance counsellor who checked them out);

Students who announced their departures during the school year to either a guidance counsellor or school administrator and then left.

Those whose departure was considered involuntary and were therefore not involved in the study included:

Students who were dismissed from school for disciplinary reasons;

Students who were adjudged delinquents by the court and removed

from LUHS;

Girls not permitted to remain in school during pregnancies;

Students who didn't return to school because of transfer to another school district.

While some of the latter might not remain in the new school until graduation such action wouldn't be reflected in Lakeland's records.

Before the actual study on dropouts was launched, but after the background material was collected, a list of hypotheses were developed (they were stated negatively simply because it's easier to statistically disprove a nul-hypothesis than to prove one stated positively).

1. There is no relationship between low socio-economic variables and the tendancy to drop out of school;
2. There is no relationslhip between poor individual social adjustment and dropping from school;
3. There is no relationship between a negative parental attitude and their children's dropping out of school;
4. There is no relationship between low academic achievement and dropping out of school;
5. There is no relationship between low academic ability and dropping from school;
6. There is no relationship between dropping out of school and a low employment level;
7. There is no relationship between dropping out of school and short tenure of employment.

Chapter One

SOCIO-ECONOMIC VARIABLES RELATED TO THE TENDENCY TO DROPOUT

Socio-economic variables studied included age, sex, occupation of the parent, income, educational lives of the parents, days employed per week, regularity of employment, condition, crowding, and mobility of the home.

At the end of the 16th year and early in the 17th year the percentage of dropouts reaches its peak in the Lakeland district[a.] (see Appendix p. i).

There is no sex differential with respect to dropouts. Although 52 percent of these who left Lakeland before 1963 were male and 48 percent female, the difference could have occurred by chance.

Occupational distribution of parents

The researcher compared the occupational distribution of parents of dropouts with the distribution in Lakeland High School as taken from the U.S. Census.

Fewer parents of dropouts are found in the professional and managerial group and in the clerical and sales group than in the district. However, more than twice as many parents of dropouts are found in service occupations and four times as many percentage-wise are found in agriculture, fisheries, and forestry than in the district as a whole. (This may partially account for the number of dropouts among the Indian children who reported their parents as guides.) The percentage of dropout parents in the skilled

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a. The Wisconsin Code, Chapter 40.77 says, "Any person having under his control a child between the ages of 7 and 16 years shall cause such child to attend some school regularly to the end of the school term, quarter, semester, or other division of the school year in which he is 16 years of age, unless the child has a legal excuse, during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session." In those school districts where a vocational school is located the code also requires that this should be extended through 18 years of age.

occupations approximate that of the District. The semi-skilled group of the dropout parents is twice the percentage of the District, and the unskilled group of the dropouts' parents is three-quarters of those in the District.

Occupational Group	LUHS District	Dropout Parent Group
Prof. and Managerial	22%	7.3%
Clerical and Sales	16%	1.8%
Service Occupations	9%	22.9%
Agriculture, Fisheries and Forestry	3%	12.8%
Skilled Occupations	24%	27.5%
Semi-Skilled	10%	20.1%
Unskilled	10%	7.3%

Occupational and Distribution of Parents

	Dropouts		LUHS District	
	No.	Parent	No.	Parent
0 - Professional and Managerial	8	7.34	474	22
1 - Clerical and Sales	2	1.84	331	16
2 - Service Occupations	25	22.94	199	9
3 - Agriculture, Fishery, Forestry	14	12.84	61	3
4-5 - Skilled Occupations	30	27.52	506	24
6-7 - Semi-Skilled Occupations	22	20.18	219	10
8-9 - Un-Skilled Occupations	8	7.34	210	10

The most significant categories of occupation are those in agriculture, fisheries, and forestry and the semi-skilled group. Both of these groups deal with part-time occupations and there may be a correlation between this occupational grouping and the income level of a major portion of the dropout group.

Family Income

There is a significant relationship between the family income and the tendency to drop out. The percentage of dropouts is higher at the lower

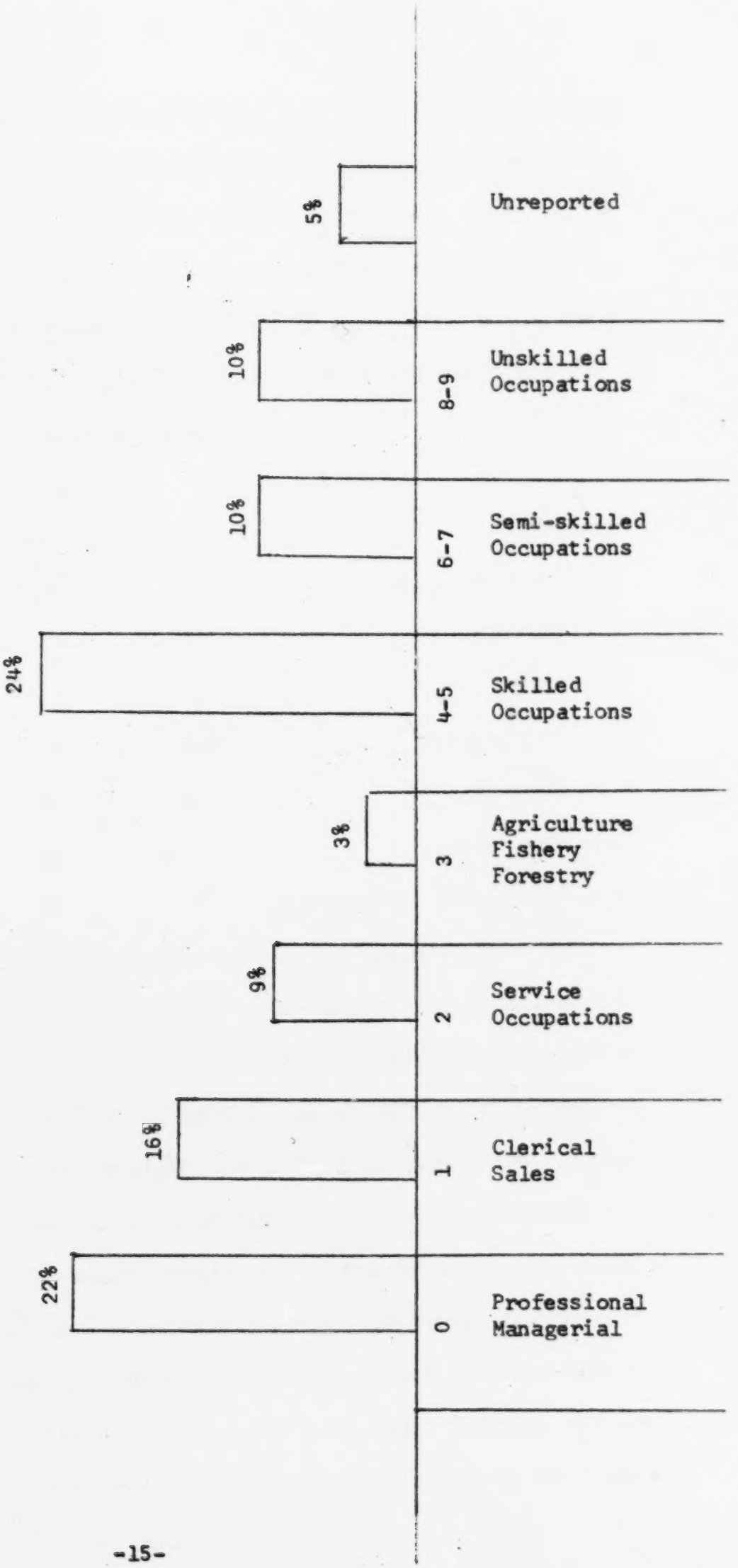
OCCUPATIONAL DISTRIBUTION OF PARENTS OF DROP-OUTS

Right hand column-percent of parents in category

Left hand column-number of parents in category

8-9	UN-SKILLED OCCUPATIONS	3	7.34
6-7	SEMI-SKILLED OCCUPATIONS	22	20.18
4-5	SKILLED OCCUPATIONS	30	27.52
3	AGRICULTURE FISHERY FORESTRY	14	12.84
2	SERVICE OCCUPATIONS	25	22.94
1	CLERICAL AND SALES	2	1.84
0	PROFESSIONAL AND MANAGERIAL	8	7.34

OCCUPATIONAL DISTRIBUTION OF L.U.H.S.
(From U.S. Census)



income levels than is that of the graduate group, but much lower in the higher income group. Seven percent of the dropout group appears in the "below $1000" level compared to 0% for the graduate group. Ten percent of the dropout group are at the "$1000-$1999" level compared with 3% of the graduate group. The percentage of the graduate group is greater than that of the dropout group from the "$3000" level upward.

Family Income

	Dropout		Graduate		District	
	No.	%	No.	%	No.	%
$7000 or more	9	13	19	28	277	16
$4000-$6999	19	28	22	33	716	40
$3000-$3999	12	17	16	24	245	14
$2000-$2999	10	14	2	3	251	14
$1000-$1999	8	12	2	3	178	10
Less than $1000	5	7	0	0	107	6
Refused to give information	6	9	6	9		

The median income for Oneida County is $5430. For Vilas County $4606. The median income is available for only four towns of the Lakeland School District: Arbor Vitae, $3540; Boulder Junction, $4339; Minocqua, $4724; and Woodruff, $4780. The median income for the dropout group is between $3500 and $4000. The median income for the graduate group is approximately $5500.

The chart of the family income distribution indicates that the dropout group closely approximates the family income of the school district. Whereas, the graduate group has fewer in the lower economic levels, but more at the higher economic level. This may be partially due to the fact that the census of the District takes in a large number of elderly, welfare-related incomes where the graduate group is at its peak of earning during the years when the

children are in high school and those years immediately following that experience.

Educational level of parents

There is a significant relationship between the education level of the mother and father and the tendency to drop out. During the parent interview, the last grade completed was asked of both the mother and the father. The educational levels are in seven categories dealing with grade completion. The first level, grades one through eight, is concerned with those who did not complete any school beyond the eighth grade. It includes those who did not attend school at all, of which there is one, and those to whom high school was not available at the time they were ready for it. Due to the difficulty of winter travel, the relatively recent expansion of the high school districts in Northern Wisconsin, it was felt that this area would have a larger proportion of dropping out at this level than the remainder of the state. This proved to be untrue. The Lakeland Union High School District has a smaller percentage of those who did not go beyond the eighth grade.

It will be noted on the comparison of mothers education that the mothers in the dropout group have a higher proportion of their group who leave school before the completion of the twelfth grade than do the mothers in the graduate group. The reverse is true at the 12th grade and higher levels of educating where it is the graduate group of mothers who have a higher proportion of their group involved. Fifty-four percent of the fathers of the dropout group did not complete beyond the eighth grade and a total of 73% of them did not attend beyond the 11th grade. This is to be compared with 56% of the fathers of the graduate group which did not attend beyond 11th grade.

DISTRIBUTION OF EDUCATIONAL LEVEL OF PARENTS

	DROPOUT				GRADUATE			
	Mother		Father		Mother		Father	
GRADE	No.	%	No.	%	No.	%	No.	%
1 - 8	22	32	37	54	15	22	23	34
9 - 11	21	30	13	19	15	22	15	22
12	15	22	10	15	21	32	11	16
HIGH AND VOCATIONAL	2	3	1	10	4	6	7	10
1 - 2 College	2	3	-	-	5	7	3	5
3 - 4 College	-	-	1	1	4	6	2	3
College Plus	-	-	-	-	1	1	2	3
No Response	7	10	7	10	2	3	4	6

Days parents employed per week

There is no significant relationship between the days employed per week of the mother or the father and the tendency to drop out. The question was asked "How many days per week do you work?" (Days per week when they were employed for pay.) The question prior to this had established whether the respondent worked every week, seasonally, or irregularly. For example, a man may work seven days a week, May through September, and not at all the remainder of the year. When the employment pattern of an individual changed because of seasonal employment, the longer period was chosen to represent the number of days employed each week. The not applicable section refers to housewives, deceased or formally retired.

Days Employed Per Week by Parents

No. Days	Dropout				Graduate			
	Mother		Father		Mother		Father	
	No.	%	No.	%	No.	%	No.	%
0 or not applicable	39	57	17	25	32	48	7	10
1	1	1	-	-	-	-	-	-
2	-	-	-	-	1	1	-	-
3	3	4	-	-	2	3	-	-
4	1	1	1	1	-	-	2	3
5	5	7	22	32	15	22	17	25
6	5	7	15	22	3	4	21	31
7	15	22	14	20	14	21	20	30

Regularity of Father's Employment

There is a significant relationship between the regularity of the father's employment and the tendency to drop out. The fathers of the dropouts constitute a higher proportion of "not employed" and "irregularly employed" and a lower proportion of those who are employed every week. The theorectical frequencies which appear when the chi square test is applied to the frequency are too low to prove the significance of the mother's relationship to the tendency to dropout.

Regularity of Employment

No. Days	Dropout				Graduate			
	Mother		Father		Mother		Father	
	No.	%	No.	%	No.	%	No.	%
Not applicable	37	54	13	19	26	39	6	9
Every week	13	19	32	46	20	30	41	61
Seasonally	14	20	8	12	16	24	14	21
Irregularly	5	7	12	17	5	7	5	7
Visually not employed	-	-	4	16	-	-	1	1

Number of family employed

The question which relates to members of the family who contribute to income of the family was intended to determine whether one or both of the parents worked away from home. In the graduate group 59 percent of the

group showed that both parents contributed to the family income and in the dropout group only 42 percent. This might seem to show a negative relationship between both parents working away from home and the tendency to drop out. However, in many of those instances where the respondent said that the mothers was the sole contributor to the family income, it was also true of this family that the father was deceased or separated from the home, giving a real answer to the real intent of the question that both were away from home working for all intents and purposes. This would reduce the question to two categories: one dealing with the father's contribution to the family income, the other dealing with the mother or both contributing to the family's income. There is no statistical significance to these relationships.

Parents Presence When Children Leave or Return from School

In all but three of those interviewed of the dropout group, the parents were always at home when the child left for school. In all but two of the graduate groups this was also true. In all but nine cases one parent was always at home when the dropout returned from school and in all but six cases for the graduate group. There is no significant relationship between the parents' presence when the student left school or returned home and the tendency to drop out.

Number of Persons Per Room in Home and Tendency to Drop out

The first two questions on the parent schedule deal with the number of people per room in the home. The second question was divided by the first to obtain the result shown on the distribution chart. Of the dropout group 34 percent lived in homes with one and one-half or more persons per room. Of this dropout group 18 percent had two or more persons per room. In contrast to this 14 percent of the graduate group lived in homes with one and one-half or more persons per room. Two percent of the graduate group had two or more

persons per room. Eighty-five percent of the graduate group lived in homes with one or less persons per room compared to 65 percent of the dropouts with one or less persons per room. There is a significant relationship between the number of persons per room in the home and the tendency to drop out.

Number of Persons Per Room

	Dropouts		Graduates	
No. of Rooms	Number	Percent	Number	Percent
1/4	2	3	-	-
1/2	12	17	18	27
3/4	8	12	15	22
1	23	33	24	36
1-1/2	11	16	8	12
2	6	9	1	1
2-1/2	5	7	-	-
3	1	1	-	-
3-1/2	-	-	-	-
4	-	-	-	-
4-1/2	1	1	-	-

Mobility of Family

There is no significant relationship between the mobility of the family and the tendency to dropout. Sixty-four percent of the dropout group had lived more than 10 years at the present place of residence, compared to 63 percent of the graduate group.

Condition of the Residence

The last question on the parents' schedule deals with the condition of the dwelling place. This was to be evaluated by the interviewer without the knowledge of the respondent. The evaluation was based on the definitions used by the Bureau of Census for its enumerators.

Sound: "Housing which has no defects, or only slight defects which normally are corrected during the course of regular maintenance. Examples of slight defects were: lack of paint; slight damage to porch or steps; slight wearing away of mortar between bricks or other masonry; small cracks

in the walls, plaster or chimney; cracked windows; slight wear on floors, door sills, door frames, window sills, or window frames; and broken gutters or downspouts."

Dilapidated: "Housing needs more repair than would be provided in the course of regular maintenance. Such housing has one or more defects of an intermediate nature that must be corrected if the unit is to continue to provide safe and adequate shelter. Examples of intermediate defects are: holes, open cracks, rotted, loose, or missing materials over small areas of foundation, walls, roof, floors, or ceiling; shaky and unsafe porch, steps, or railings; several broken or missing window panes; some rotted or loose window frames or sashes that are no longer rainproof or windproof; broken or loose stair treads, or broken, loose, or missing risers, balusters, or railings of inside or outside stairs; deep wear on door sills, door frames, outside or inside steps or floors; missing bricks or cracks in the chimney which are not serious enough to be a fire hazard; makeshift chimney such as a stovepipe or other uninsultated pipe leading directly from the stove to the outside through a hole in the roof, wall, or window. Such defects are signs of neglect which lead to serious structural deterioration or damage if not corrected."

Deteriorating: "Housing does not provide safe and adequate shelter and in its present condition endangers the health, safety, or wellbeing of the occupants. Such housing has one or more critical defects; or has a combination of intermediate defects in sufficient number or extent to require considerable repair or rebuilding; or is of inadequate original construction. The defects are either so critical or so widespread that the structure should be extensively repaired, rebuilt, or torn down."

There is a relationship between the condition of the residence and the tendency to dropout. In the category we have described as "sound" the

interviewer classified 53 percent of the dropouts' homes and 87 percent of the graduate homes. In the category described as "dilapidated" the interviewer classified 32 percent of the dropout homes and 10 percent of the graduate homes. In the category described as "deteriorating" the interviewer listed 15 percent of the dropout homes and three percent of the graduate homes.

Evaluation of Condition of Dwelling Place

	Dropouts		Graduates	
	No.	Percent	No.	Percent
1. Sound	37	53	58	87
2. Dilapidated	22	32	7	10
3. Deteriorating	10	15	2	3

When one studies the variables by age and sex one is led into the lower economic factors and the resulting living conditions, most of which have a direct relationship to the tendency to drop out. Race has not been a factor since this was fairly well eliminated in the selection of the sample. Causasian and Indian alike are found in seasonal work and the classifications which pay lower wages. Only in the skilled occupations was there a similar proportion of the parents of both the dropout and graduate group. The family income for the dropout group more often was in the lower ranges, as was the educational level of the parents. Although the number of days employed per week varied little, certainly the regularity of the father's employment was significant.

The relationship between poor housing and dropping out was demonstrated.

These factors of poverty appear to have a significant correlation with the tendency to the dropout in Lakeland School and suggest that more than public school action is needed to solve the problems of the family of the dropout.

Chapter II

FACTORS OF SOCIAL ADJUSTMENT RELATED TO TENDENCY TO LEAVE SCHOOL

Self Image

The self-image that it was hoped could be built from page three of the school record summary did not materialize in the form that was anticipated. Those subjects most liked and least liked cannot be evaluated since the records are inadequate for a complete listing in either the dropout or graduate groups.

However, favorite sports and hobbies are shown by both the graduates and the dropouts. Hunting is at the top of the lists of both groups, with art, fishing and cars placing second, third and fourth among the dropouts, while those who had graduated chose fishing and skiing.

The job level aspirations followed a similar pattern. The following are the first six categories in descending order of preference:

1. Military	1. Military
2. Nursing	2. Nursing
3. Office work	3. Teaching
4. Marriage	4. Marriage
5. Auto mechanic	5. Auto mechanic
6. Teacher	6. Office work

There may be some significance in the fact that there were more "I don't know" answers from the dropouts than from the graduates.

During the student interviews, the respondent was asked if he could recall the attitudes that he held in the 8th grade toward his going to high school. The responses show no difference in anticipation of high school among the dropout and the graduate group.

Leadership Qualities

From the personality evaluation sheets done on each student by the teachers, a comparison of the teacher's estimate of leadership ability was made. Over half (57.7%) of the graduate group were considered to have average or above average leadership ability while over one fourth (27.4%) of the dropout group rated average or above.

There is a significant inverse relationship between the personality trait called influence on the teacher evaluation sheet and the tendency to drop out.

INFLUENCE

	Dropout		Graduate	
	No.	%	No.	%
Negative	17	23.3	6	8.4
Cooperative but Retiring	36	49.3	24	33.8
Sometimes in Minor Affairs	17	23.3	23	32.4
Contributing in Important Affairs	3	4.1	16	22.5
Judgement Respected	---	---	2	2.8

There were not sufficient records in the category called concern for others to produce a theoretical frequency high enough to complete the test for significance. However, a summary of the distribution chart is adequate to establish a relationship between the lack of concern for others and the tendency to drop out. Of the graduate group, 87.4% showed some concern for others. This is compared with 38.9% of the dropout group who showed concern beyond themselves.

CONCERN FOR OTHERS

	Dropout		Graduate	
	No.	%	No.	%
Indifferent	9	25.0	1.	2.1
Self-centered	13	36.1	5	10.4
Somewhat Concerned	14	38.9	18	37.5
Generally Concerned	--	----	20	41.6
Deeply and Actively Concerned	--	----	4	8.3

Personal Relationships

In the course of the interviews students were asked to evaluate their personal relationships with the aid of three questions:

"Did you have many friends at high school?"

"Did the teachers at Lakeland Union High School like you?"

"Did you feel you could serve as an officer of one of the school clubs?"

There was no correlation between the tendency to drop out of school and the answers to any of the three questions. The reactions of dropouts and graduates were very nearly identical.

By reducing to two categories, affirmative and negative, the question of the teacher's liking or disliking the student (in his opinion) the production of theorectical frequencies was high enough to complete a test of significance. It indicated there is no relationship between the student's opinion of how well he was liked or disliked by his teacher and the tendency to drop out of school.

The pattern of responses to the question concerning possible service as an officer of one of the school clubs is very similar in both the dropout and the graduate groups. There is no significant relationship between these opinions and the tendency to drop out.

Participation in Extra Curricular Activities

The attempt to discover the attitude toward extra-curricular activities was through five sources. The first four are found in the student's schedule for interviews. "To what extent did you participate in extra curricular, non-athletic activities in high school?" "To what extent did you participate in extra-curricular athletics?" "Do you think participation in school clubs

and plays is important?" "Did you participate in any other organized non-school activities such as organized community sports programs, church, BSA, 4-H, bowling league, etc.?" The fifth source was the student record summary, in which extra curricular activities are listed.

The student's opinion of his participation in extra-curricular, non-athletic activities was asked and recorded in four categories. A significant inverse relationship can be demonstrated between participation in extra curricular non-athletic activities and the tendency to drop out. Participation in extra curricular activities (non-athletic) is a characteristic of the graduate group and is noticeably lacking in the dropout group.

STUDENT'S OPINION OF EXTRA-CURRICULAR
(NON-ATHLETIC) PARTICIPATION

	Dropout		Graduate	
	No.	%	No.	%
As Much as Possible	2	5	9	29
Sometimes	6	16	10	32
Very Little	6	16	6	19
Not at All	23	62	6	19

There is also a significant inverse relationship between participation in extra-curricular athletics and the tendency to drop out. The dropout participated very little in athletic activities except as required in class.

PARTICIPATION IN EXTRA-CURRICULAR ATHLETICS

	Dropout		Graduate	
	No.	%	No.	%
At Almost Every Opportunity	8	21	10	32
Concentrated On One Sport	4	11	11	35
Confined to P.E. Classes	25	68	10	32

A larger proportion of the dropout group felt that participation in school clubs and plays was important than did the graduate group. There was no direct relationship between the opinion of the students concerning

participation in school clubs and plays and the tendency to drop out. This response shows the value placed by the dropout on participation which was considered desirable but not achieved.

PARTICIPATION IN SCHOOL CLUBS AND PLAYS - IMPORTANT?

	Dropout		Graduate	
	No.	%	No.	%
Yes	33	92	22	71
No	4	8	6	19
Indifferent	--	--	3	10

Participation-in-Non-School Activities

The responses to the question concerning participation in non-school activities were recorded in two categories, affirmative or negative. The proportion of dropouts and graduates responsing affirmatively was almost identical. However, it was noted in the responses that many of the graduates who participated in one non-school activity were involved in several others. Such extra information was not volunteered or requested from the dropouts. There is no significant relationship between participation in non-school activities and the tendency to drop out.

In using the material gained from student records concerning extra-curricular activity, four categories were established. The first category consisted of those who had no record of any extra-curricular activity at all. The second category consisted of those who had only one extra-curricular activity; the third two extra curricular activities and the fourth, three or more extra-curricular activities. There is a strong correlation between dropping out and a lack of participation in extra-curricular activities. In fact, there is an almost exactly inverted relationship between dropouts and graduates in the four categories.

EXTRA-CURRICULAR ACTIVITIES AS CARRIED IN THE STUDENT RECORDS

	Dropout		Graduate	
	No.	%	No.	%
0	67	60	7	8
1	38	34	18	19
2	4	4	19	20
3 or more	2	2	49	53

There was a strong tendency among the students who took only one extra-curricular activity to choose chorus. Among the dropout group, 79% of those with one extra-curricular activity were in chorus only. Among the graduate group, 67% of those with one extra-curricular activity were in chorus only.

The findings on actual participation in extra curricular activities suggests that the dropout is a non-participant, not because he puts no value on such participation, but possibly because he is not drawn into the activity and is less able to voluntarily participate or is not recruited. An exploration of the reasons for these findings may well be an appropriate area for further study.

Reason for Leaving School

When the student had made the decision to leave school, in most cases it was necessary for him to "check out." This involved seeing that all of his fees were paid, all his books returned, and any keys or school materials in his possession turned in. Somewhere in this process the student either volunteered a reason or was asked why he was leaving, and this was recorded in his folder. In some cases the recorded reason is not a direct quote, or perhaps not even offered by the student, but is a summary or evaluation on the part of the administrator or guidance counselor who checked the student out of school. The official reasons have been grouped into nine categories:

RECORDED REASONS FOR LEAVING SCHOOL

No reason recorded	14	26.1%
To work	21	18.9%
Marriage	20	18.0%
Join Military	16	14.4%
Academic Failures	14	12.6%
Insufficient Credits to Graduate	5	4.5%
Disliked School	4	3.6%
For Vocational Training	1	.9%
To Stay at Home	1	.9%

During the interview with the student, he was again asked what had motivated him to leave school. The answers are more diverse and center in the social adjustment the student made while in school.

REASONS GIVEN IN INTERVIEW FOR LEAVING SCHOOL

	Number	Percent
No reason given	6	16.2
To work	2	5.4
Marriage	6	16.2
General discontent (Didn't like the school, the administration or a teacher)	7	19
Fear of rejection or failure (Thought I would get into trouble, fear of gangs at school, clothing not proper, kids and teacher out to get me, could not get along, rejected because of marriage.)	6	16.2
Problems at home (To help at home, to take a trip, finances, other problems)	6	16.2
Academic problems (Marking time - Not smart enough)	4	10.8

These findings suggest that social and academic adjustment factors are more often causes for leaving school than the readily given, socially acceptable reasons given when leaving. As the pupil adjustment services in the school develop, these factors will offer cues to the counseler and to administration in planning for retention of students.

Chapter Three

PARENTAL ATTITUDES RELATED TO THE TENDENCY TO LEAVE SCHOOL

In order to evaluate the parents' evaluation of their own influence over their children's staying in school they were asked if they thought parental encouragement was effective in stimulating desire to graduate from high school in a student. A significant relationship between the parents' evaluation of their own influence and the tendancy of their children to drop out of school: only 54 per cent of the parents of dropouts felt that such encouragement was effective as compared with 88 per cent of the parents of high school graduates.

If parents felt that their attitudes were a factor in a student's graduating they were asked how they would go about encouraging a child to stay in school:

Dropout Group

1. Keep on telling them about parental feelings - 36%
2. Point out job opportunities for the graduate - 26%
3. Tell them of parental experiences for lack of education - 12%
4. Miscellaneous suggestions - 26%

Graduate Group

1. Show them the need for education - 23%
2. Point out job opportunities for the graduate - 19%
3. Make them go - 15.5%
4. Never really talked about, always assumed a high school education - 10.5%
5. By taking interest in all of the student's activities - 5%
6. Help the student wherever possible - 5%
7. Miscellaneous suggestions - 21%

The attitude of the parents toward school attendance was sought by asking for an expression of feeling concerning truancy. Though it appears in another form on the parents' schedule, the question was always asked in this manner: "How would you feel if you were to see neighborhood children of grade school age playing around their homes when they should be in school?" The question was adapted from a St. Louis study of parental attitudes toward education and school attendance. The interviewer had the feeling that it rarely accomplished its purpose. The following are the responses, gathered into eight groupings:

	Dropout	Graduate
1. Expression indicating disapproval	68%	46%
2. The parents are to blame	7%	13%
3. Felt they should do something	-	10%
4. Considered it none of their business	6%	7%
5. The children should be punished	1%	4%
6. Have not thought about it	3%	-
7. Miscellaneous responses	2%	4%
8. No response	12%	7%

Parents were also asked what they considered the minimum amount of education boys and girls should have. While there was some small feeling that girls don't need as much education as boys do, there was no direct correlation between ideal educational expectation for the sexes and the parents of dropouts.

In an attempt to have the parent express his attitude without the coercion of a leading question, he was asked, "What single factor do you think contributes most to success in life?" The responses were many and varied. These were gathered into five general categories as follows:

	Dropouts	Graduates
1. Personality related factors	29%	45%
2. Education related factors	32%	25%
3. Employment related factors	10%	10%
4. Home related factors	3%	4%
5. Not able to answer	26%	15%

All of the parents who had dropped out of high school before they received their diplomas, were asked, "In what ways do you think more education might have been beneficial if you had continued?" All of the varied answers were brought into six categories as follows:

Response of Parents' Who Had Not Finished High School

	Parents of Dropouts	Parents of School Graduates
1. Job opportunities	46.5%	28.5%
2. More education would not be beneficial	12.5%	26.5%
3. More education would have helped in business	1.8%	6.1%
4. Would have helped raise children	3.6%	6.1%
5. Self-improvement	7.1%	2.2%
6. No response	28.6%	30.6%

It is interesting to note that, of the parents who had not graduated from high school, parents of graduates were satisfied with their education more than twice as often as the parents of the dropouts. Parents of dropouts more often thought a diploma would have helped them to gain better job opportunities and to improve themselves. On the whole the parents of dropouts more often felt the need for more education than the parents of the graduate group, even though they were less successful in motivating their children to complete high school. The attitude of the parents toward

Lakeland High School was checked. Though a parent may hold high ideals concerning education and its effect in the life experience, a negative attitude toward the school itself can have the effect of destroying the ideal. The parents were asked, "Do you think Lakeland High School is suited to educating your child?" The responses in both groups are similar in proportion to the group. The affirmative response was made by 87 per cent of the dropout group and 91 per cent of the graduate group, the negative response seven per cent of the dropout group, six per cent of the graduate group and the "no response" category was represented by six per cent of the dropout group and three per cent of the graduate group. Of those who indicated they thought the school adequate, 27 per cent of the dropouts' parents and 13 per cent of the graduates' parents voiced reservations.

Immediately after the interviewee was asked how he would go about encouraging his child to attend school, a second question in support of this was presented. The question asked for an expression of the parent's reasons why the child should continue in school. Perhaps, it was too direct or it was not adequately explained, but the responses are inadequate for any conclusion. Too large a variation occurs among most of them to give any tendency. The largest percentage of both groups suggested that it was to prepare for a job and the next largest fell into the rather nebulous, "to get an education".

In summary, although the parents of the dropout group place value on education for self-improvment, and improved job opportunities, they felt less effective than did the parents of the graduates in influencing their children's school attendance. They disapproved of non-attendance at school more often than the parents of graduates, but they less often felt it was their responsibility to make children attend.

Chapter 4

ACADEMIC ACHIEVEMENT RELATED TO THE TENDENCY TO LEAVE SCHOOL

Grade Patterns

The grade records at Lakeland High School are carried in nine categories of course work:

1) English: American English and World Literature; Journalism; Speech.
2) Social Studies: World History, American Studies, Psychology. Social Problems, Anthropology, Freshman Orientation.
3) Foreign Language: Spanish I, II, III; Latin I, II.
4) Science: General Science, Biology, Physics, Chemistry, Conservation, Advanced Senior Sciences.
5) Mathematics: General Math; Algebra I, II; Geometry; Advanced Mathematics I, II; and Shop Math.
6) Commercial: Bookkeeping; Personal Bookkeeping; Typing I, II; Shorthand I, II; Office Practice.
7) Vocational: Home Economics I, II, III; Freshman Shop; Wood Shop I, II; Metal Shop I, II; Power Shop.
8) Physical Education: Freshman, Sophomore, Junior, Senior.
9) Music: "A" Band, "B" Band, Glee Clubs, "A" Chorus, "B" Chorus.

The grading system at Lakeland is on a letter basis - A, B, C, D, and F. Grades are carried on the students' permanent record form as grade points, except where the conversion from the older records has not been made. Grade point values as assigned by Lakeland High School are: A (94-100) equals 4 grade points, B (87-93) equals 3 grade points, C (78-86) equals 2 grade points, D (70-77) equals 1 grade point,

and F (below 70) results in zero grade points. C is considered an average grade, D is fair but passing.

ENGLISH GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	32	29	2	2
D	53	47	31	33
C	14	13	40	42
B	7	7	18	19
A	--	--	2	2
No Record	5	5	2	2

SOCIAL SCIENCE GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	25	22	5	5
D	53	48	35	37
C	18	16	34	36
B	5	5	14	15
A	--	--	4	4
No Record	10	9	2	2

VOCATIONAL COURSE GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	19	17	--	--
D	57	51	16	17
C	16	14	28	30
B	6	5	28	30

VOCATIONAL COURSE GRADES (Continued)

	Dropout		Graduate	
	No.	%	No.	%
A	--	--	8	9
No Record	15	14	13	14

PHYSICAL EDUCATION GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	9	8	--	--
D	27	24	3	3
C	45	41	39	42
B	20	18	44	47
A	1	1	5	5
No Record	9	8	3	3

SCIENCE GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	38	34	3	3
D	52	47	34	36
C	10	9	34	36
B	4	4	19	20
A	--	--	2	2
No Record	7	6	2	2

MATHEMATICS GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	27	24	3	3
D	50	45	27	29
C	19	17	40	43
B	6	5	20	21
A	1	1	2	2
No Record	8	7	2	2

COMMERCIAL GRADES

	Dropout		Graduate	
	No.	%	No.	%
F	15	14	--	--
D	48	43	17	18
C	27	24	47	50
B	6	5	17	18
A	--	--	6	6
No Record	15	14	7	7

Grades for language and music were not recorded often enough to report the data.

For the purposes of this study, all of the grades were translated into grade points if not already in that form.

The grade points for all the courses in one category were added and the sum divided by the number of courses involved, giving a single grade point average for one category. The average number of grade points each student achieved in each category was recorded on the record summary form, page five. The grade averages of both the graduate group and the dropout group were then tallied on a summary sheet.

Grade records were divided into six groups, one for each of the five letter groups already indicated and one for "no record". This last group included those whose records were incomplete and those who did not choose to take the elective category being considered. Since the total number of usable records varied between the dropout and graduate groups, the numbers tallied in each of the letter grade groups were worked out on a percentage basis and plotted for each of the categories.

For example, 29 per cent of the dropout group failed to achieve a passing grade in English but only two per cent of the graduate group failed in this subject. The mode, the grade level at which the largest number of dropouts were grouped, was "D", with 47 per cent of them just barely receiving a passing grade. The peak of the grades received by the graduates fell at the "average" level, with 42 per cent receiving "C's." In four of the course categories (math, commercial, language, English) the grades of the graduates peak at the "C" level. Their grades in the vocational course have a split peak in "C's" and "B's." Their best grades are achieved in music and physical education, with the peak falling at "B." The poorest showing by this group came in social studies, with the peak split between "C" and "D."

Without exception the grades of the dropouts peak one grade level below those of the graduate group. For example, the dropouts peaked at the "D" level in English while the graduates peaked at the "C" level.

TESTING PROGRAM RELATED TO DROPOUTS

Intelligence Quotient

The intelligence quotient rating was taken from the Henmon-Nelson tests of mental ability which are used as a standard by the state of Wisconsin throughout its high school systems. These tests are designed to "measure the kind of ability necessary for academic work."[2]

The raw score from the students' tests was applied to a chart supplied by the Houghton-Mifflin Company, publishers of the test, for interpretation in terms of I.Q. In 1961 this particular test was revised. With the revision the company also provided a new table for determining I.Q.'s which, the researcher has been assured, will allow comparison of the pre-revision test and the revised version. Consequently, the use of a single "unconverted" number for the tests used from 1956 through 1963 should be valid.

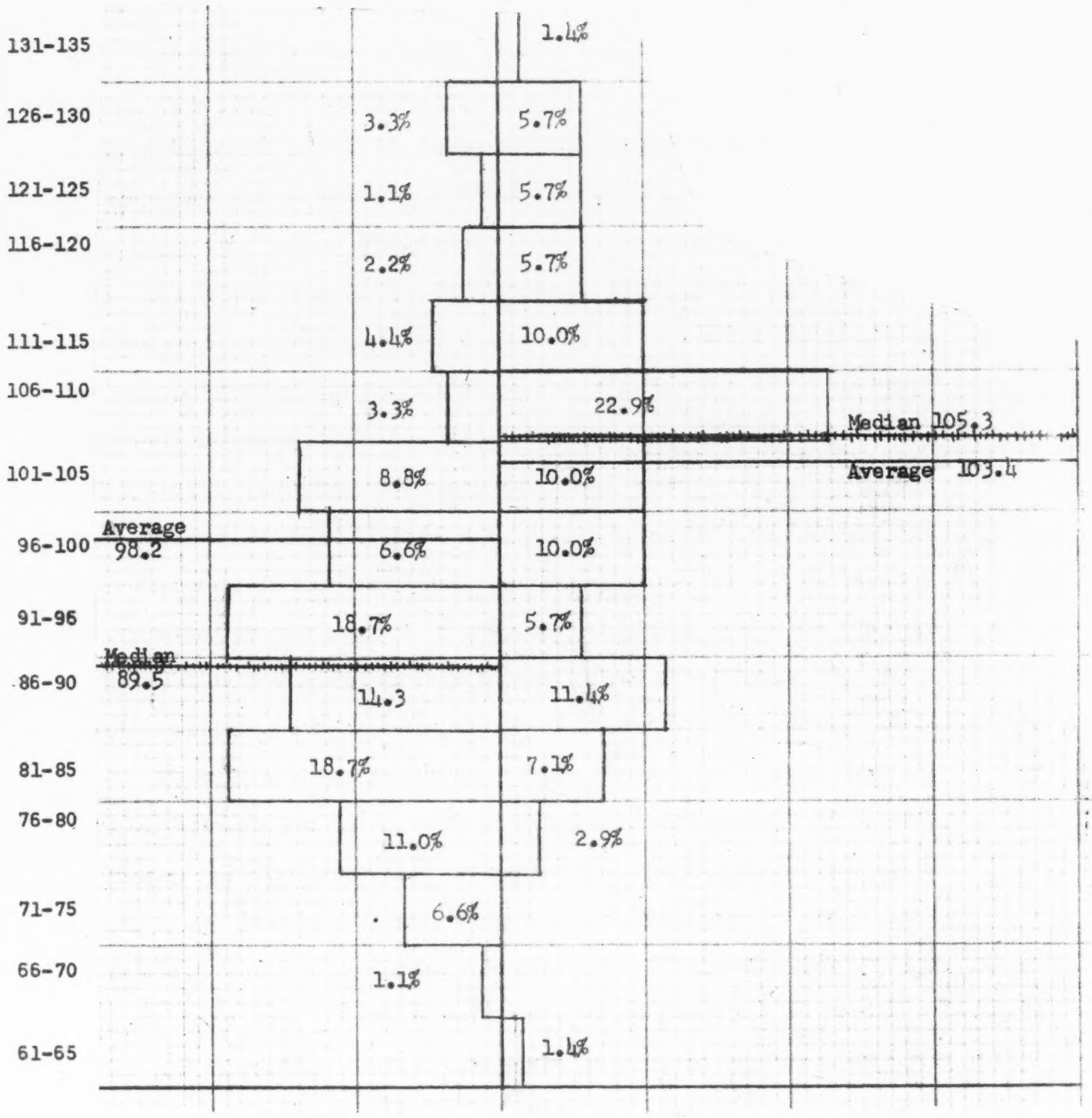
Though the record system at Lakeland High School is very well managed and organized, it is almost inevitable that some test scores will not be recorded in the students' folders. As there is the possibility of misplacement of the scores after testing, there is likewise an opportunity for students to have missed the test program entirely.

As a result of these factors, the researcher was able to discover only 91 dropout records which contained the raw score or the I.Q. for the Henmon-Nelson test. Only 70 of the graduate folders produced useable scores. Insofar as it was possible, the score which was established at the ninth grade was used. However, this was not always possible since some of the students had transferred into the school in their sophomore or junior years. Consequently some of the scores date from the 10th grade level with a few from the 11th grade level.

This practice of comparing freshman with some sophomores and some juniors may be viewed with undue alarm by some. A rapid survey of the records which contain testing at two or three year periods demonstrated that the difference in I.Q.'s is not as great as might be imagined, and the variation seems to rise as often as it is reduced. Furthermore, those who have evaluated this kind of ability testing suggest that the significance of change stops at age 16 or at about the sophomore year. Others have suggested that the development which these tests attempt to gauge ceases at age 13 or 14. For the purposes of this study the crossing of grade lines is not very significant.

The scale for plotting the scores of the dropouts and the graduates is broken into fifteen segments in increments of five points beginning at 61 and ending at 135. The distribution of the dropouts is from 65 through 130, compared to a distribution for graduates from 61 through 135. The average I.Q. (arithmetic mean) is 98.2. Since 75.7 per cent of the dropouts are below this mean, it will be discarded as a representation of central tendency. The median for the dropouts is 89.5 and seems more nearly to represent a balance point on the dropout scale. On the graduate scale the median is at 105.3, a difference of 15.8. The dropout scale has its primary modes in the quartiles flanking the median. The central half of the dropout scale is from 81 through 95. On the other hand, the single mode of the graduate scale is grouped around the median, the central half is distributed from 85 through 130. The distribution among the graduates is more even and the extremes extend farther at both ends than does the dropout scale.

There is a significant relationship between the results of the I.Q. tests and the tendency to drop out. Academic ability as an important factor is demonstrated in the table on the next page.


DROPOUTS
GRADUATES
131-135
126-130
121-125
116-120
111-115
106-110
101-105
96-100
91-95
86-90
81-85
76-80
71-75
66-70
61-65
1.4%
3.3%
5.7%
1.1%
5.7%
2.2%
5.7%
4.4%
10.0%
3.3%
22.9%
Median 105.3
8.8%
10.0%
Average 103.4
Average 98.2
6.6%
10.0%
18.7%
5.7%
Median 89.5
14.3
11.4%
18.7%
7.1%
11.0%
2.9%
6.6%
1.1%
1.4%

The dropout more often falls below average.

Iowa Tests of Educational Development

The Iowa tests are a series of nine tests which reach into varied areas of the students experience and dependent upon the students reading ability. The tests are not achievement tests, but measure the pupils entire educational development.[3]

Scores for all the Iowa tests were divided into three groups. 1-10, 11-20, and 21-30 by converting raw scores.

The nine tests include: Understanding of social concepts, background in natural sciences, correctness and appropriateness of expression, ability to do quantitative thinking (math), ability to interpret reading material in the natural sciences and in social studies, ability to interpret literary materials, general vocabulary and use of sources of information.

A significant relationship between the performance of the dropout in all of these tests was found to exist. The dropout invariably was more often in the lowest third of the scores and as often or more often in the mid-range than the graduate. Very few dropouts fell into the upper range of scores. (See appendix pg. xxvii for tables showing scores on the nine tests)

This study re-confirms that which is long suspected. The dropout group does not have the academic potential ability nor performance that is found in the graduate group.

There is a real hazzard in a generalized conclusion if one does not point out the fact that 21 percent of the students who left school had above average I.Q.'s and that 35 per cent of the graduates had below a 100 I.Q.

Therefore, one academic ability must not be the sole criteria in plotting strategy to reduce the rate of dropouts.

Chapter Five

EMPLOYMENT EXPERIENCES RELATED TO DROPOUTS

The experience of the dropout and the graduate in employment after leaving school was explored on the assumption that there would be a demonstratable difference in the experience of the two groups. There is none.

There is no direct relationship between the number of jobs held after leaving school and the tendency to drop out of school. The distribution shows similar tendencies in both the dropout group and the graduate group.

There is no direct relationship between the length of time required to find either the first or second job and the dropout. The final categories of the two tables below contain those of each group who were not able to find a job, as well as those who did not want to find a job. This latter group would include those who dropped out of school in order to get married, or who continued in school at the college level.

In the lists of jobs in which the students were employed in their first and second employments, one has the feeling that the graduate group was employed in places which required higher skills, but it might be difficult to demonstrate this. The first post-schooling jobs the students held were:

DROPOUTS		GRADUATES	
Laborer	7	Laborer	8
Waitress	4	Clerk, retail store	4
Assembler	4	Telephone operator	3
Military	3	Milk route man	2
Pulpcutter	2	Stockman, grocery	2

DROPOUTS (Continued)		GRADUATES (Continued)	
Clerk, retail store	2	Waitress	1
Babysitter	1	Assembler	1
Clerk, Chamber of Commerce	1	Military	1
Drill press operator	1	Maintenance engr. helper	1
Housekeeper, resort	1	Pulpcutter	1
Gas station attendant	1	Housekeeper, hotel	1
Jobless	10	Carpenter	1
		Babysitter	1
		Baker	1
		Meat cutter	1
		Jobless	2

The places in which the students were employed in their second job were as follows:

DROPOUTS		GRADUATES	
Laborer	5	Military	4
Assembler	3	Laborer	3
Cook	2	Assembler	2
Waitress	2	Waitress	2
Babysitter	1	Clerk, retail	2
Carpenter	1	Stenographer	2
Machine Operator	1	Carpenter	1
Maintenance man	1	Cashier, clerk	1
Power machine sewing	1	Meat cutter	1
Salad girl	1	Pressman (rubber pres)	1
Truck driver	1	Roofer	1
		Routeman	1

GRADUATES (Continued)

Sandblaster	1
Telephone operator	1

Although there is no demonstratable difference in the kind of employment between the two groups the graduates have an advantage in the level of pay received.

The students were asked to list both their highest and lowest gross pay rates during their entire employment experience. They were asked to give this information in any form that might be most convenient. The array of salaries was then set up on a weekly (40 hour) basis. Wages that were given by the month were divided by four. Where the student received room and board as part of his pay they were not computed.

For high pay among the dropouts $50 was the median, $55.30 the mean, and $182 range. Among the graduates the high pay array produced a $62 median, a $72.20 mean, and $145 range. In the low pay responses the dropout group had a $40 median, a $38.50 mean, and $73 range. The graduate group showed a $40 median, a $54.50 mean, and $45 range. There is a significant relationship between the high pay scales received and the dropout.

Employment during school years

The students were asked to estimate the number of hours per week they were employed during the school year just prior to leaving school. Those who worked ten hours or more per week, constituted 8.4% of the dropout group and 19.4% of the graduate group. Most had had no job of any kind - 75% of the dropouts and 64.5% of the graduates didn't work. There may be a relationship between not being employed during the school year and the tendency to drop out.

Aspirations

In the course of the interview, each of the graduates was asked three

times about his aspirations. The first of these questions was, "If you could do just as you pleased, what would you be doing five years from now? This has nothing to do with your present condition, married or unmarried, your present financial condition, the fact that you live in Northern Wisconsin, or anything else - it's just a dream question". The responses to this question were as follows:

DROPOUT		GRADUATES	
Not able to answer	6	Not able to answer	4
Beautician	3	Commercial artist	5
Nurse	3	Housewife	2
Be away from area	2	Be away from area	2
Have a nice home	2	Married	2
Military	2	Raising family	1
Married	2	Factory employee	1
Be the same as now	2	Interior decorator	1
Working somewhere	2	Gunsmith	1
Artist	1	Doctor	1
Complete education	1	Golf pro	1
Inventor	1	Lawyer	1
Mechanic	1	Mathemetician	1
Model	1	Shop foreman	1
Operate a restaurant	1	Speech therapist	1
Operator of pool hall	1	Registered nurse	1
Lumber grader	1	Race car driver	1
Raising family	1	Retail store manager	1
Sports car racer	1	Teaching	1
Teacher	1	Telephone operator	1
		Travel	1

GRADUATES (Continued)

Truck Driver	1
Working somewhere	1
Work in area	1

The second question was, "What do you desire most at the present time?" The answers were:

DROPOUTS		GRADUATES	
Steady job	6	Steady job	9
Go to school	5	Make a good home	3
Good home & family life	4	Get out military	3
Leave town	2	Money	2
Washer and dryer	1	Finish school	2
Have own home	1	Get ahead	1
Read books	1	Play cards	1
Better job	1	Stay out of military	1
Be a nurses aide	1	Be a success in business	1
Get a driver's license	1	Get out of this town	1
Finish bldg. house	1	Be a better telephone opr.	1
Security for family	1	Being what I am	1
Take care of sick mother	1	Place of my own	1
Get out of prison camp	1	Profitable life for my children	1
Warm weather	1		
Nothing	1		
Enter military service	1		
Repair home	1		
Do what I'm doing now	1		
Marriage	1		

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DROPOUTS (Continued)

Get business paid for 1

Pay the bills 1

The final question asked the student to visualize real possibilities: "What do you think you will be doing ten years from now?" The responses were:

DROPOUTS		GRADUATES	
Not able to respond	11	Not able to respond	5
Raising a family	7	Raising a family	8
Housewife	4	Housewife	4
Same as now	3	Same as now	1
Military	3	Be in business	2
Living in Canada	1	Roofing	1
Auto mechanic	1	Auto mechanic	1
Operating dress shop	1	Salesman	1
Stay in the area	1	Stay in this area	1
Own pool hall	1	Owning a mink ranch	1
Working in art	1	Construction work	1
Owning a business	1	Resort operator	1
Having a job	1	Having a job	2
Own rental property	1	Meat cutter	1
		Driving and owning school buses	1

Perhaps some of the dream aspirations are a little higher in the graduate group than in the dropout group, but all three questions seemed to key standard, though varied, responses from both groups.

S U M M A R Y

Students who drop out of high school before they are due to graduate have become an increasingly serious problem for educators. This has been particularly true in the Lakeland Union High School district, which sprawls across much of Vilas and Oneida counties, since its consolidation in 1959.

Discussions with local officials of the State Department of Public Welfare opened the way to a study of the dropout problem in an effort to determine just what were the forces that "pressured" a student into quitting. Federal funds financed the project.

The study was divided into five major areas of interest which were assumed to exert their effect upon the student in his decision to leave school before receiving a diploma. They were socio-economic variables, factors of social adjustment, parental attitudes, academic achievement and employment experience.

Socio-economic variables

The study revealed a significant relationship between the age of the student and his tendancy to drop out. The mode, the age at which students most frequently dropped out of school, was 17. There were four per cent more boys among the dropouts than girls. A moderately significant relationship exists between the educational level of the parents and the tendancy to drop out.

A moderate relationship exists between the occupation of the dropout's parents and the tendancy to leave school. The largest number (proportion?) of dropouts occurred among the children of people involved in the service occupations, as well as those related to agriculture, fisheries and forestry. Children of people in professional, managerial, clerical and sales occupations were more likely to stay in school until graduation. There

was no demonstrated significance to the number of days the parents were employed each week. But there was a significant relationship between the regularity of the father's employment and the tendency to leave school: the more irregular the father's employment, the greater the tendency of his child to drop out. While there was a moderate tendency for a higher percentage of the graduate group to show both parents as working, this may be discounted in view of the manner in which the question was asked. The interviews showed no relationship between the presence of the parents in the home when the child left for school in the morning or returned at night, and the tendency to drop out.

Family income definitely was a factor in the tendency to quit school. Seventeen percent of the dropout group appears in the "below $2000" family income group, compared to only three percent of the graduate group. The number of people per room is also a significant factor, as is the condition of the residence, in exerting pressure on the potential dropout. The difference in the mobility of the homes of the two groups is too small to carry any significance, however.

Social Adjustment

It was hoped that some differences might be shown in the self-image a dropout held compared to the graduate. This was attempted through the examination of hobbies, favorite subjects and job opportunities. No tendencies appeared in the material that was available, except a possible tendency toward uncertainty on the part of the dropouts. They more frequently answered, "I don't know," when asked about the future than did the graduate group. Both groups, claimed that at the eighth grade level there was an equally positive anticipation of high school.

During the interview the students were asked to evaluate their own relationship with other students. They felt there was no difference between the groups in numbers of friendships. There is no tendency

demonstrated in the student's opinion of the teacher's like or dislike of the student, and the pattern of response to the question concerning service as an officer of one of the school clubs indicates no difference between the drop out and graduate groups.

An examination of the teachers' evaluations of their students showed a significant relationship between lack of leadership and a tendancy to drop out of school. There was a more moderate tendancy for a relationship between lack of concern for others and the dropout.

A strong correlation appeared between dropping out and a lack of participation in extra-curricular activities. This pattern was determined through student interviews (four questions) and from school records.

Parental Attitudes

Assuming that the student reflects opinions and values which are held by his parents, an attempt was made to locate and compare these characteristics in the parents of dropouts and graduates. Though most parents in both groups considered a high school education as minimum, the parents of almost half of the dropouts were not strongly enough persuaded of this to feel they could impose this value on their children. There is a significant relationship between the parents' evaluation of their own influence and the tendency of their children to abandon the the struggle for a diploma.

Parental interviews did not establish any relationship between the parent's attitude toward school attendance and the tendency to quit school. However, there is a moderate relationship between quitting and the parent's opinion of the lack of a high school diploma.

In evaluating the factors which contribute to success in life the parents of dropouts gave first importance to education. The parents of graduates, however, picked personality-related factors as being most

important and gave education second place. Both sets of parents felt that had they had a better education themselves they would have had better job opportunities.

Both sets of parents were generally supportive of Lakeland High School and its faculty.

Academic achievement

A comparison of the grades of the two groups of students showed that generally the dropouts' grades were one level below those of their contemporaries who later went on to graduate ("B" compared to "A", "D" compared to "C" , etc.). In fact, in most of the academic disciplines the dropouts corralled most of the poorer grades while the graduates got most of the better ones. For example, in mathematics 85 per cent of the dropout group received grades of "C" or lower while 65 per cent of the graduate group received grades of "C" or higher. The significance of grade achievement and the tendancy to drop out is obvious.

The median Intelligence Quotient for the dropout group was 89.5, compared to 105.3 for the graduate group. Here, too, the significance is obvious.

The Iowa Tests of Educational Development contributed important and significant comparisons. Low scores on seven of the ten tests coincided strongly with a tendancy to drop out of school. Indications of this were also present in the other three tests, though not strongly enough to be statistically significant. (The tests included material on basic social concepts, quantitative thinking vocabulary, science, interpretation of reading and so forth.)

Employment experience

The inventigation of the employment experiences of the two groups of students showed few differences. There was no direct relationship

between dropping out of school and the number of jobs held. There was no direct relationship between the length of time required to find either the first or second job and leaving school. There was no significant relationship between the nature of the first or second jobs held by students and the fact that they left school before receiving a diploma.

Prior to leaving high school graduates had a higher rate of employment than the dropout group did. There may be a relationship between this and the tendancy to drop out.

The pay rate was shown to be moderately higher for graduates than for dropouts.

The students were also asked about their employment aspirations. All of these questions elicited what seemed to be standard responses, but on a broad spectrum, from both groups, with the graduates' answers pitched moderately higher than those of their diplomaless contemporaries.

C O N C L U S I O N S

At the outset of the study it was hypothesized that a relationship exists between low socio-economic variables and the tendency to drop out of school. Such a relationship was shown to exist, ranging in strength from moderate to strong, in eight of the 12 factors studied.

The largest single influence was shown to be poverty. (Contrary to local popular opinion, Indian students weren't at the heart of Lakeland's dropout problem--the attitudes of Indian parents and students were similar to those of nonIndians of the same socio-economic group.)

In the lowest socio-economic group poverty had developed into a sub-culture. One aspect of its identity can be seen in its views of the community, and the individual's immediate goals and his future. An underlying hostility toward the community and its power structure was palpably felt, even though it wasn't always verbalized. Audible compaints by both Indians and non-Indians often centered upon the feeling of never being able to "belong" as long as they stayed in the area. Others were more accepting of social interrelationships but still identified their middle class antagonists as "they" or "them." A recognized dependency co-exists with this hostility. Many of the poverty group understood that the community would sustain them during periods of joblessness; some even complained about the quality or level of maintenance. In fact, the attitude exists that the community has an obligation to continue caring for those who it has nurtured through two or three unemployed generations.

The future does not seem to exist for the poverty group. "Today" is the only real entity in time. Planning and preparation for tomorrow would occupy time and effort which is more useful in the immediacy which is today. Though some aspire to situations held in high esteem by the middle class, the

aspirations only rarely deal realistically with resources and expenditure of effort necessary for the transition. High aspirations seem to be frustrated through lack of understanding of the process by which one achieves, by lack of ability or resource and by the rejection that comes from above to one who begins to move.

The things that bring pleasure affect planning. Where there is no tomorrow the greatest pleasure for today is of the greatest importance. Daily self-indulgence in leisure, over-buying, drunkenness and a general feast and famine food experience becomes a rational part of life.

On the other hand, the non-poverty group expressed itself in two ways. The first is a clear-cut rejection of non-aspiring, poverty-immersed people. Until the poor white or the poor Indian becomes like the middle class in aspiration and values he is judged as valueless. Standards of health,cleanliness, time value, regularity of work and aspiration level seem to be a single package on which is based acceptance or rejection. Poverty children in the Lakeland area feel this as keenly as the adults.

The second attitude which was detected is paternalism. While rejection of a poverty group may be complete, the same middle class individuals speak of a vague desire "to do something for them." Usually there is an age limit where help is supposed to stop being useful (poverty adults are supposed to be set in their ways and unredeemable). The researcher did not find any desire to work <u>with</u> the poverty people, only a longing to impose the values and practices of the middle class upon them.

The second hypothesis suggested that there is a relationship between poor individual social adjustment and the drop out. Of five social adjustment factors studied, three showed a moderate-to-strong relationship with the tendency to drop out. One factor showed a very weak relationship. The

weakest factor, the self-image at the ninth grade level, is partially a result of lack of records. The single factor which did not show any relationship to the tendency to drop out was the self-evaluation of friendships and group participation. Apparently it does not matter how many or how few of these contacts a student may have, he always considers his experience adequate. The correlation between lack of leadership ability and lack of participation in extra-curricular activities to the tendency to drop out is sufficient to establish these as factors characterizing the student who drops out.

It was hypothesized that there is a relationship between a negative parental attitude and the drop out. Of seven factors studied, only three showed a significant relationship to the tendency to drop out. However, statistical tables do not convey the depth of some feelings which the parents displayed during the interviews. There was a weak-to-moderate relationship between parental attitudes and dropping out, but the assessment of the interviewer's experience would increase the relationship to moderate-to-strong. This is based in an often-repeated pattern in which the parent responded to the questions about attendance (such as the adequacy of the school and minimum necessary education) with answers acceptable to a representative of education. However, at other points in the interview hostility or indifference to these same issues would color the conversation. For example, a parent might be very supportive of school attendance, the need for regularity, etc., when questions were asked concerning this. Later in the same interview, the same parent might suggest that it is more important for the child to stay at home to care for a sick relative, to go to Chicago to visit, to help around the home or to accept brief employment than to go to school.

It was hypothesized that there is a relationship between academic achievement and the drop out. All factors studied did indeed show a relationship

between low academic achievement and the tendency to drop out. The sum of the factors seems to produce a moderate-to-strong correlation.

The Iowa Tests brought to the attention of the researcher a matter which should be pursued further. In the tests which dealt with quantitative thinking, interpretation of reading materials in science or social science, understanding of social concepts and general vocabulary, it was evident that the lower economic group consistently tested far below their more privileged fellows.

The characteristics of the homes and the students bring the Indian and non-Indian poverty-stricken families into a single sub-cultural group. Homes which do not receive periodicals regularly do not foster development of vocabulary or analysis of literature. There may be a relationship between the deprived home and the ability to do quantitative thinking. Since the test on quantitative thinking dealt with the solution of problems in mathematical form, a blockage at facing this kind of problem might become evident.

There is another matter which Lee Cronbach pointed out in his book, Essentials of Psychological Testing.[1] His comments suggest a difficulty in intelligence or ability testing across cultural lines or across lines which involve a sub-culture such as that created by poverty. "There are some problems that surround the field of ability testing; the first of these deals with the cultural influences in the development of the test subject. Any tests call for habits and attitudes which some cultures favor and other cultures inhibit. The test shows how well persons tested have developed along these lines, not how they rank on all tasks or how bright they are innately."[2] "Many of the tests used require experiences of the suburban culture and there is dubious value for comparing cultural groups. The Zuni Indians, for example, have a cooperative society most unlike the competitive attitudes we tend to

encourage. Zuni children have races, but a child who wins several races is censured for having made others lose face. He must learn to win some races to show he is capable, then to hold back and give others an opportunity to win. In arithmetic, white teachers send Zuni children to the blackboard for arithmetic drills, with instructions to do the problem and turn their backs to the board when finished. Instead, the pupils face the board until the slowest has finished; then all turn. This was to them simple courtesy; following the teacher's direction would have been exhibitionism. It is easy to see why the typical American speed test gives misleading results among the Zuni."[3]

Further evidence of a cultural conflict in the testing program and possibly in instructional assumptions is shown by Allison Davis in a study of Social Class Influence Upon Learning. "The standards used for selecting items in present tests have resulted in a very high degree of discrimination among socio-economic groups."[4] His discussion of this conclusion continues, "Fundamentally, the cultural bias of the standard tests of intelligence consists of their having fixed upon only those types of mental behaviors in which the higher and middle socio-economic groups are superior. In those particular areas of behavior, the tests might conceivably be adequate measures of mental differences among individual children within the more privileged socio-economic groups. But they do not measure the comparative over-all mental behavior of the higher and lower socio-economic groups, because they do not use problems which are equally familiar and motivating to all such groups."[5]

It has been established by Davis, Cronbach and others, and is evident from this study, that tests of ability and achievement are culturally oriented. It may be that one part of the drop outs, who are fugitives from something rather than pursuers after something, may be running from cultural conflict

in the society of the school, the instruction of the school and the value judgments of the school.

It was hypothesized that there is a relationship between dropping out and post-high school low job level. The similarity of work experienced by both groups points to the invalidation of this hypothesis for the Lakeland area. The only significant difference between the two groups at this point is in pay rate. The graduate group received a moderately higher scale than the dropout.

This study may serve as a guide to other investigations. An examination of cultural and class conflict in the rural high school would have value. A more exacting penetration of the relationships between Indian-ness and other sub-cultural groups might broaden the basis of understanding and evaporate some myths which cling to situations like these. An examination of factors which comprise the standards of peer group acceptance for social adjustment in such a rural bi-racial situation might have value for the counselor.

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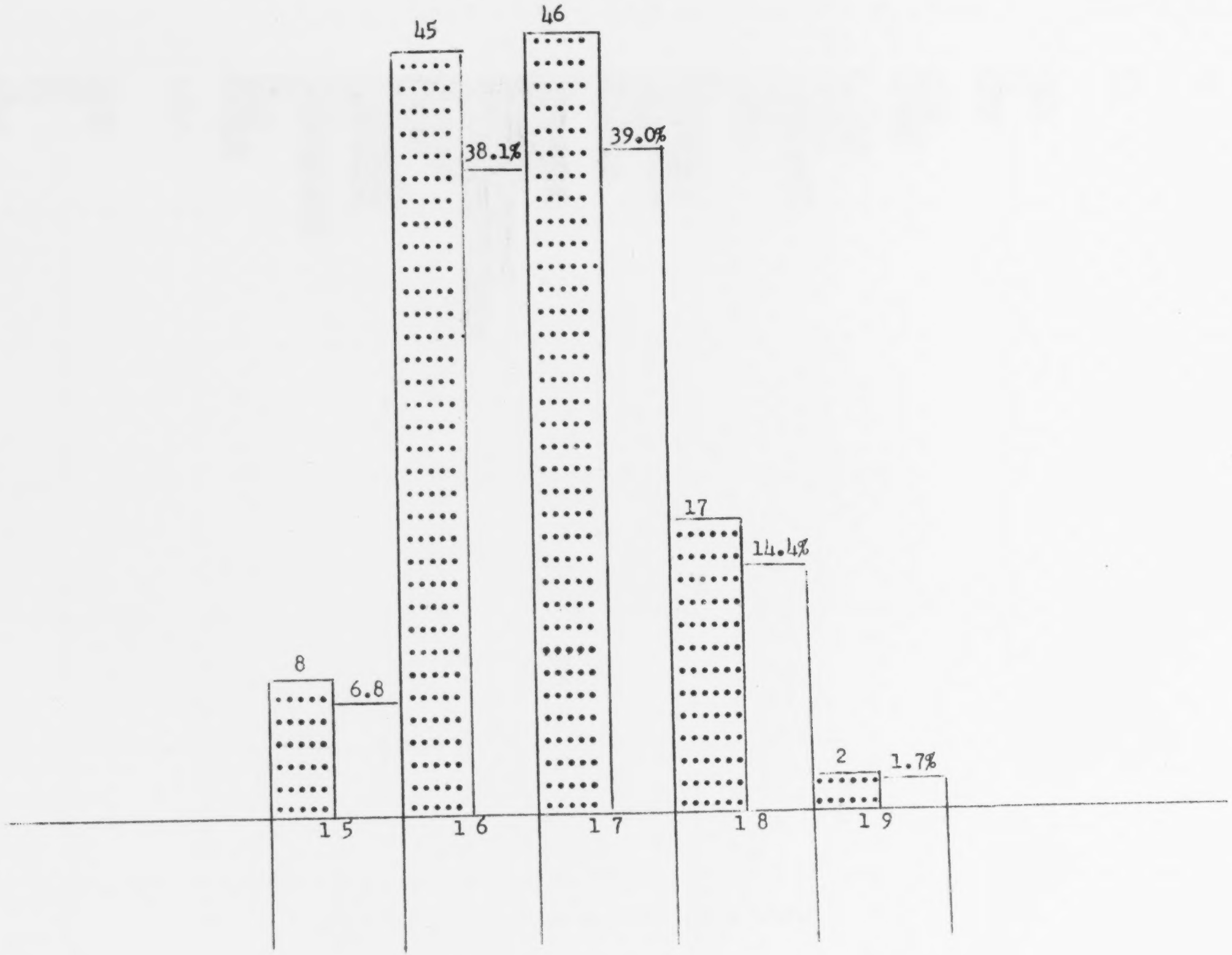
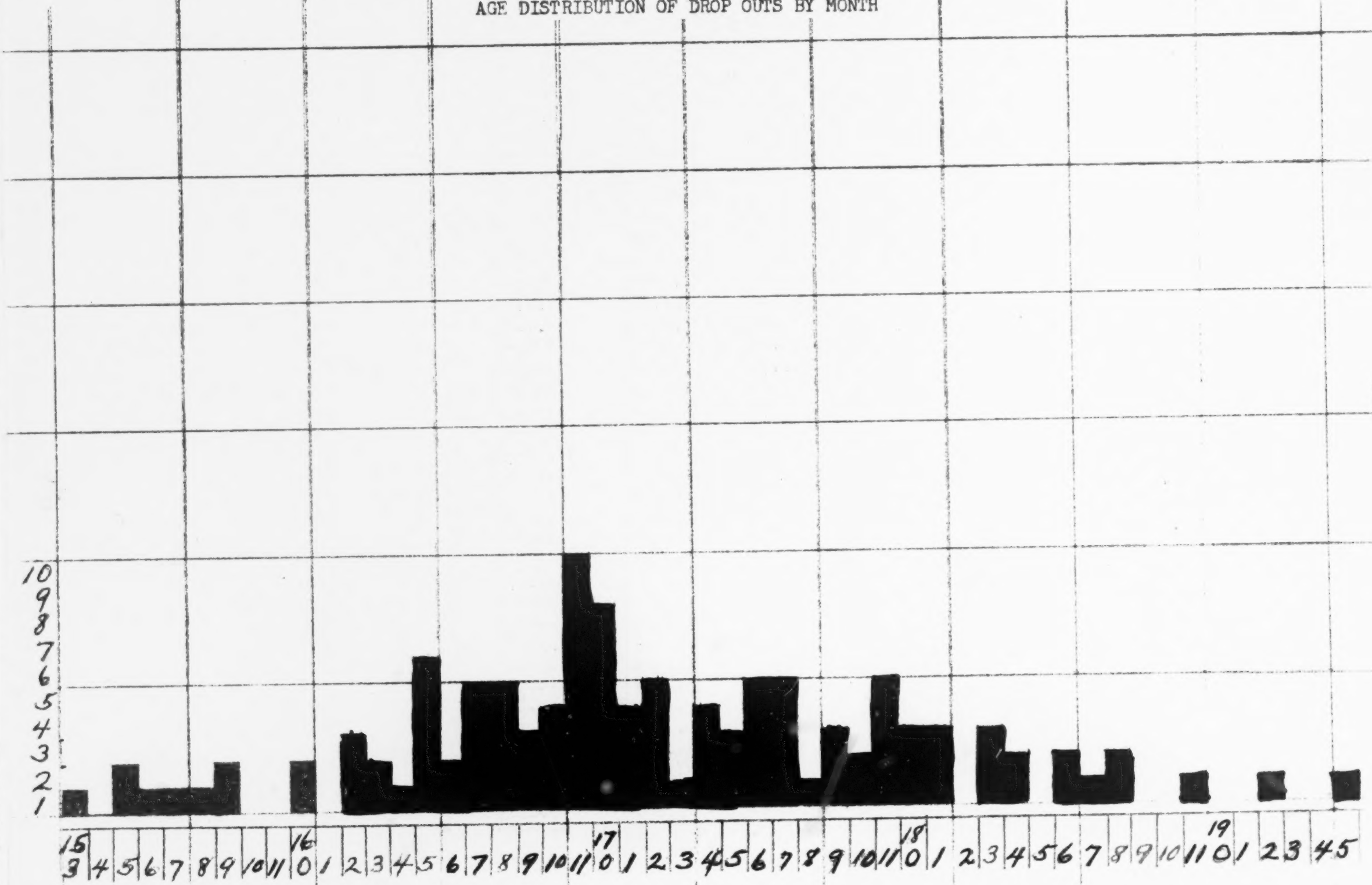
When the differences between the theoretical frequencies and the observed frequencies of the Chi Square test reached the .05 level of significance it was assumed that the relationship between the variables was not due to chance

APPENDIX

AGE AT WITHDRAWAL BY YEAR

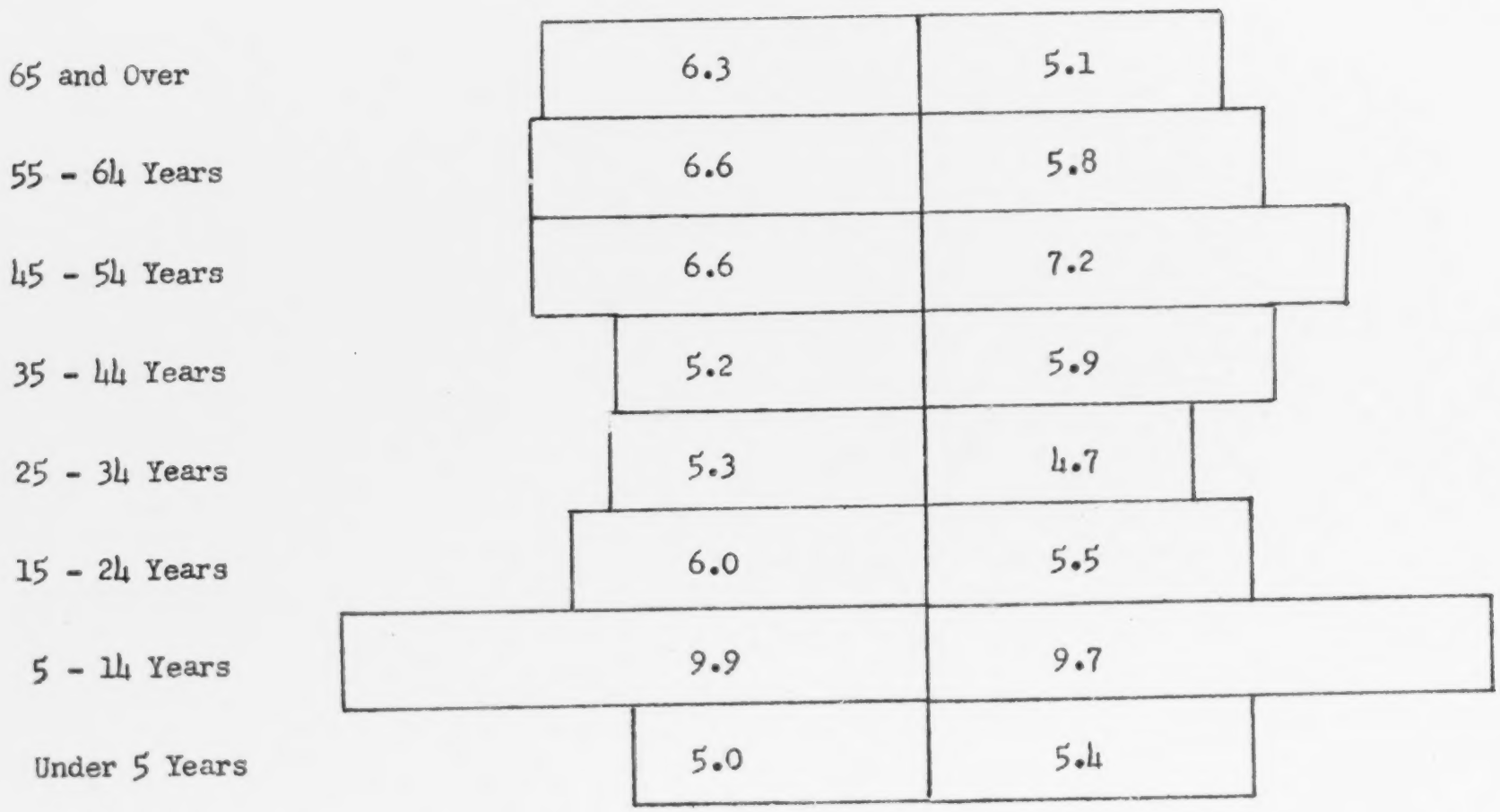


AGE DISTRIBUTION OF DROP OUTS BY MONTH

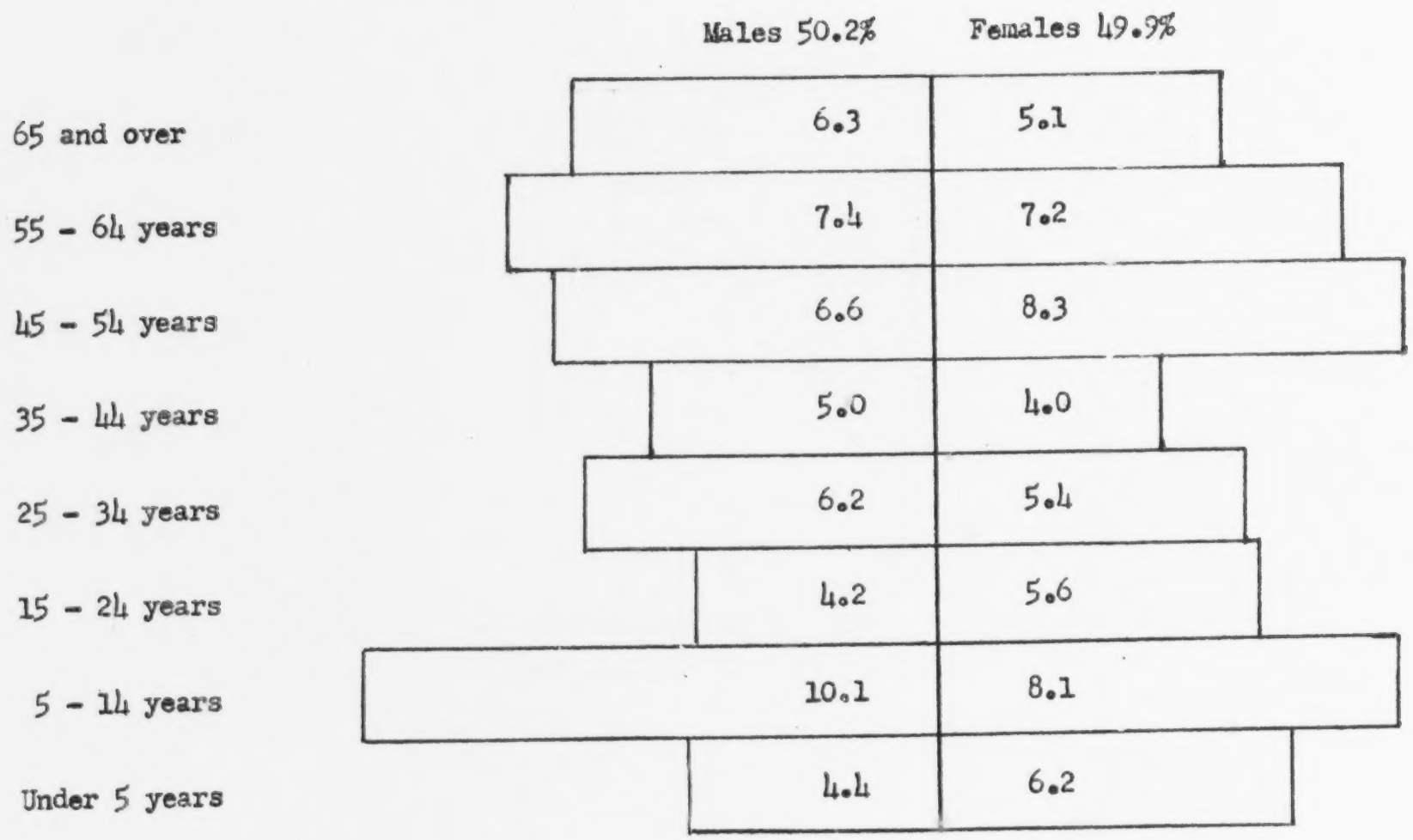


AGE-SEX DISTRIBUTION OF
LAKELAND UNION HIGH SCHOOL DISTRICT

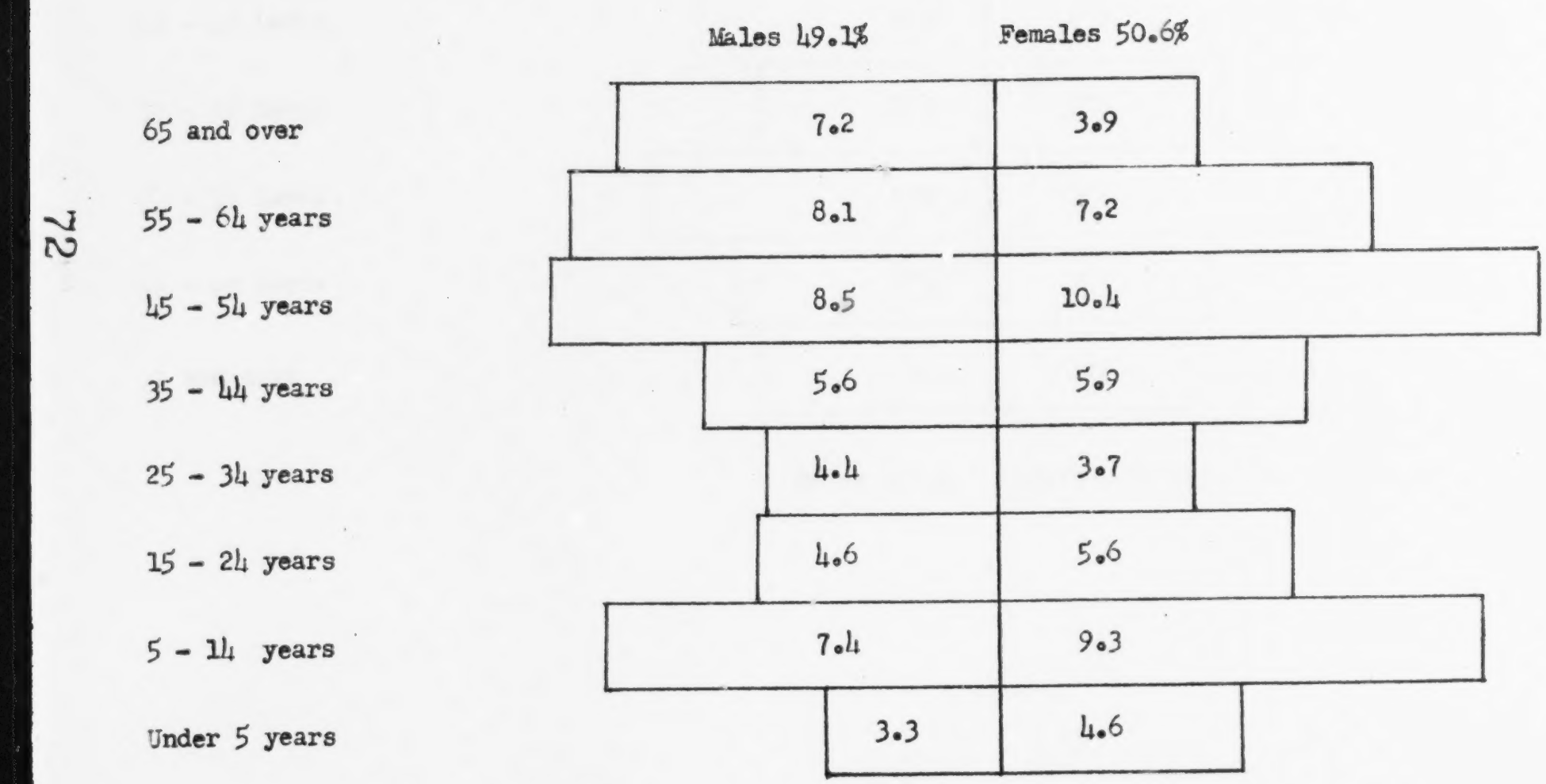
1960 CENSUS REPORT PC(1)51B Wis.



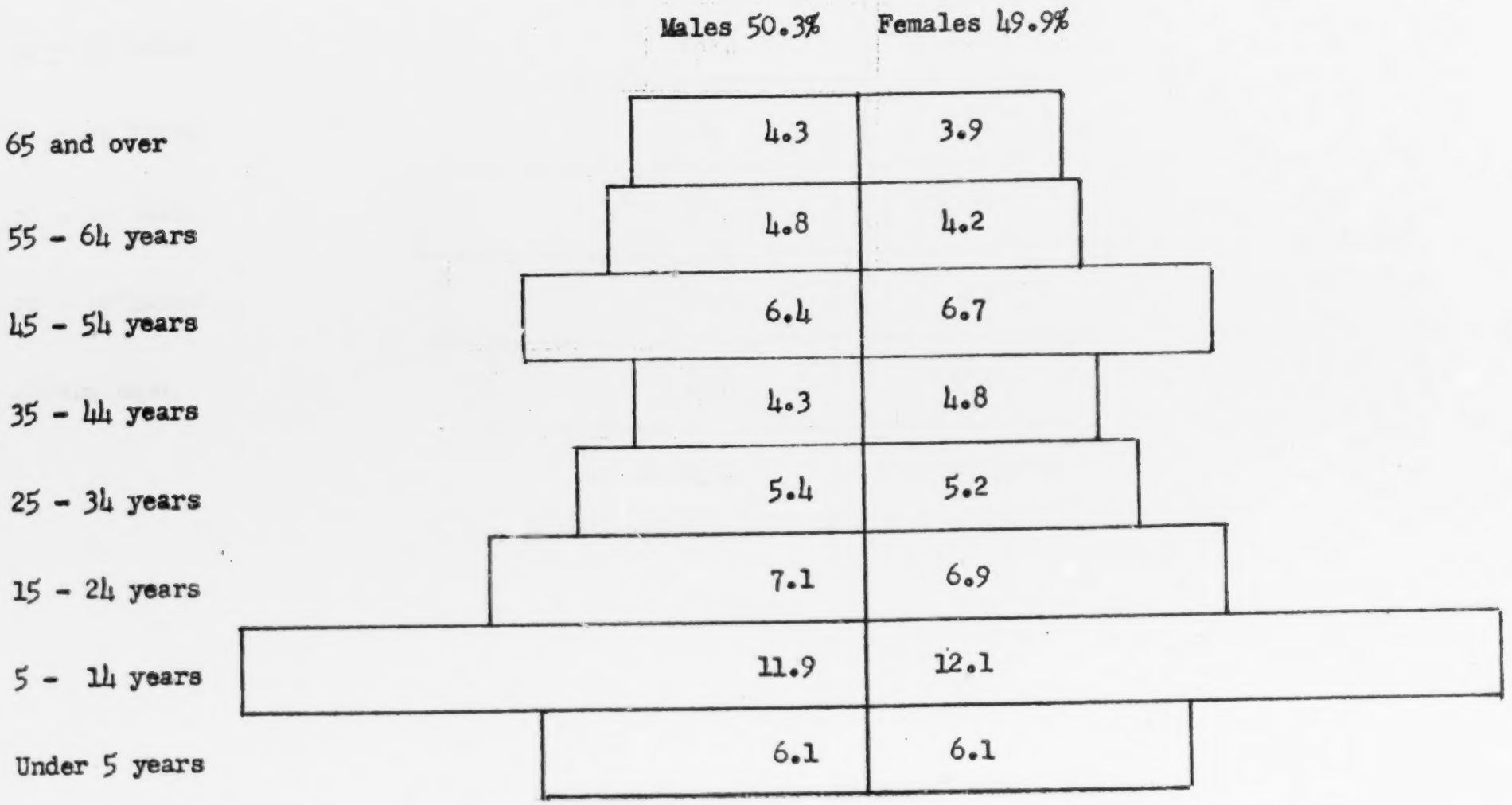
AGE-SEX DISTRIBUTION
TOWN OF ARBOR VITAE, VILAS COUNTY



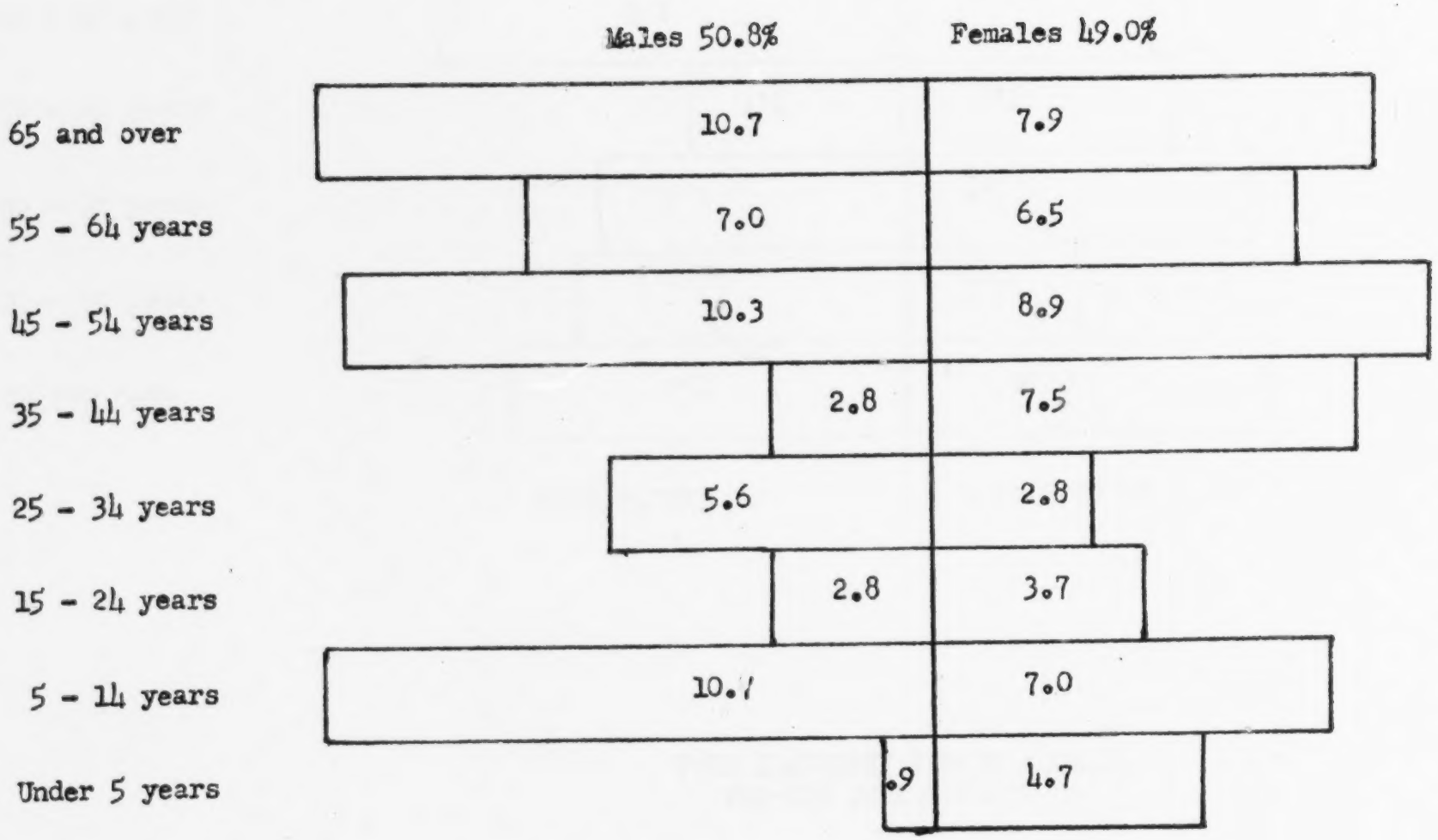
AGE-SEX DISTRIBUTION
TOWN OF BOULDER JUNCTION, VILAS COUNTY



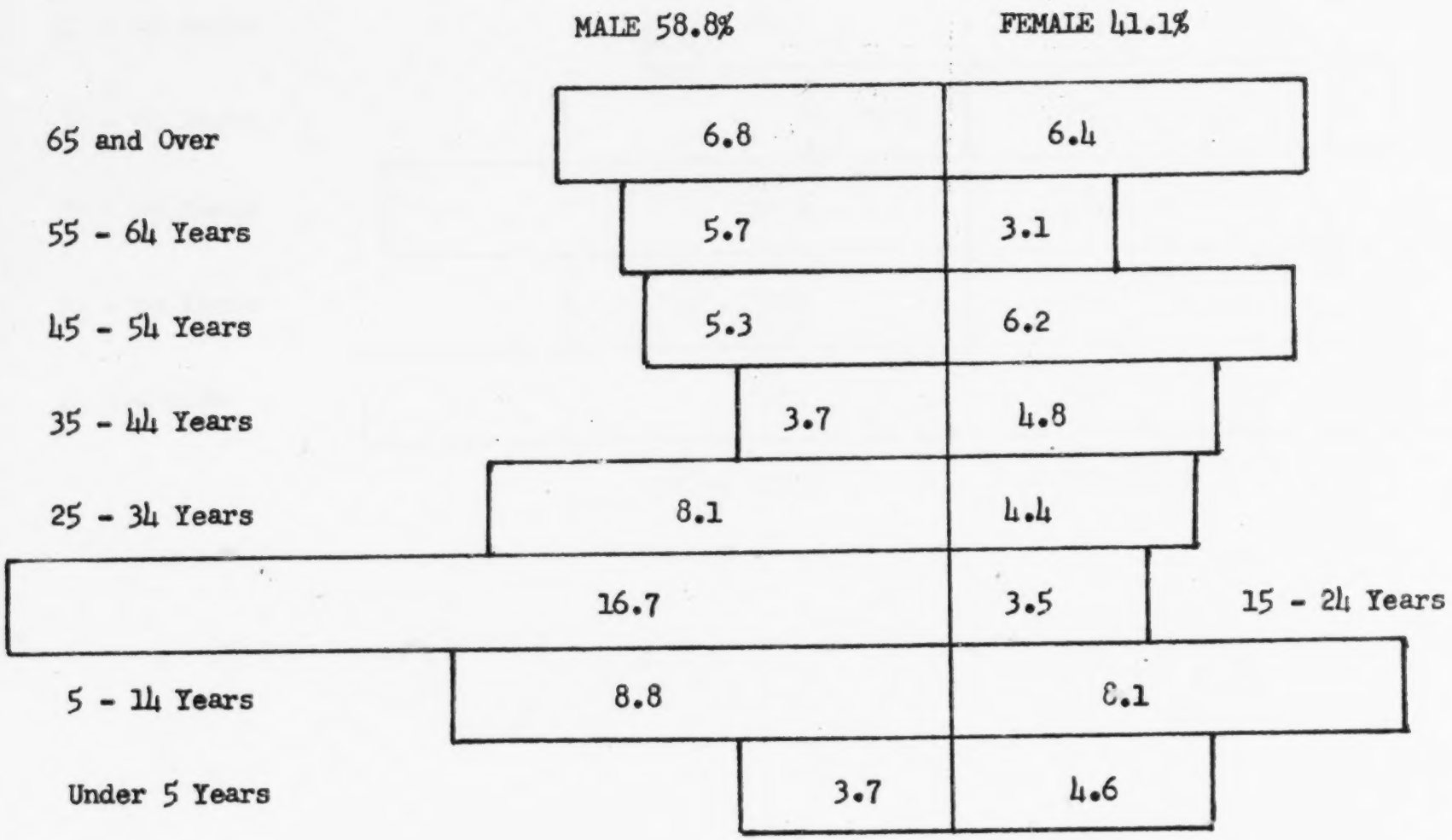
AGE-SEX DISTRIBUTION
TOWN OF FLAMBEAU, VILAS COUNTY



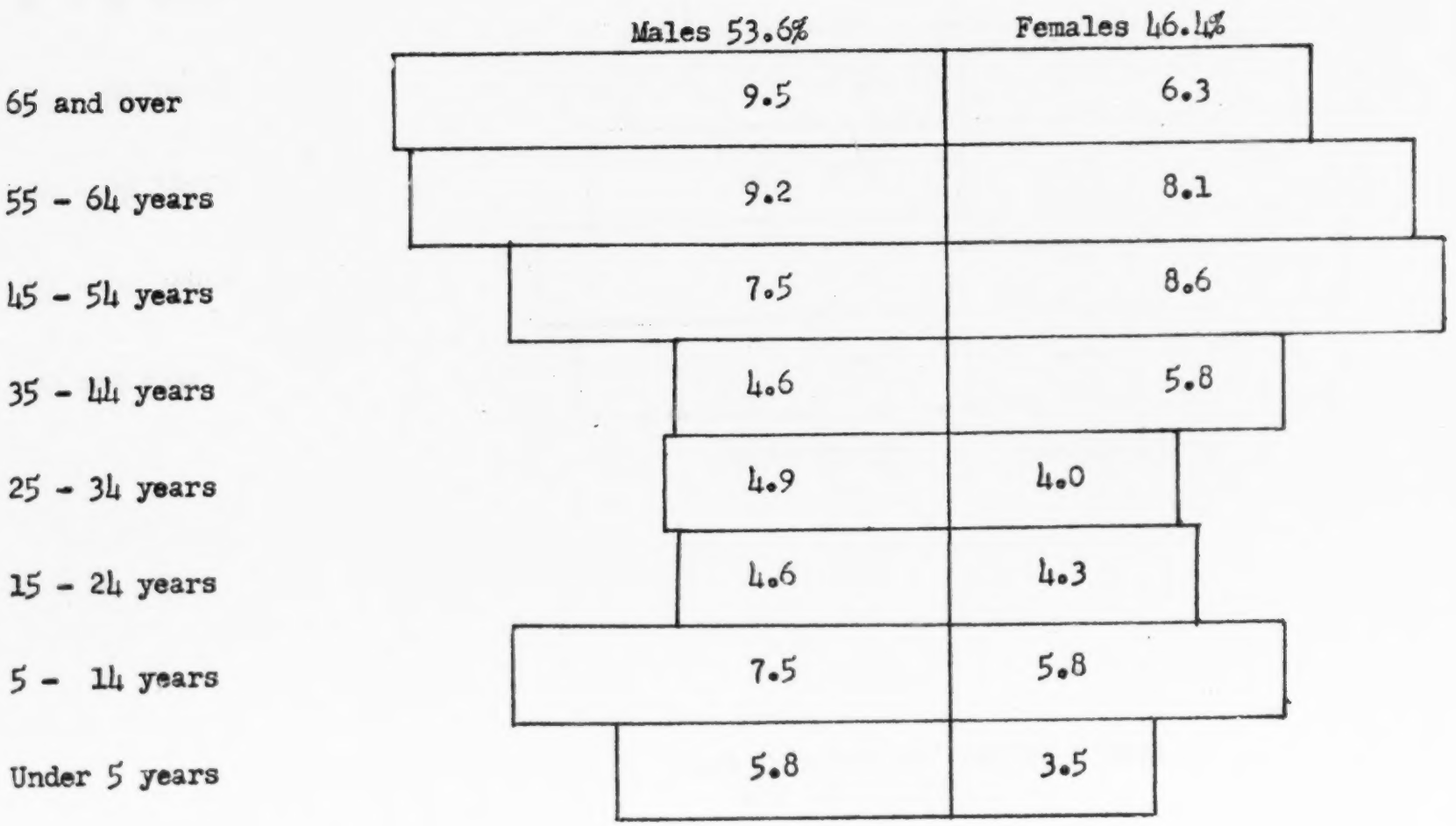
AGE-SEX DISTRIBUTION
TOWN OF HAZELHURST, ONEIDA COUNTY



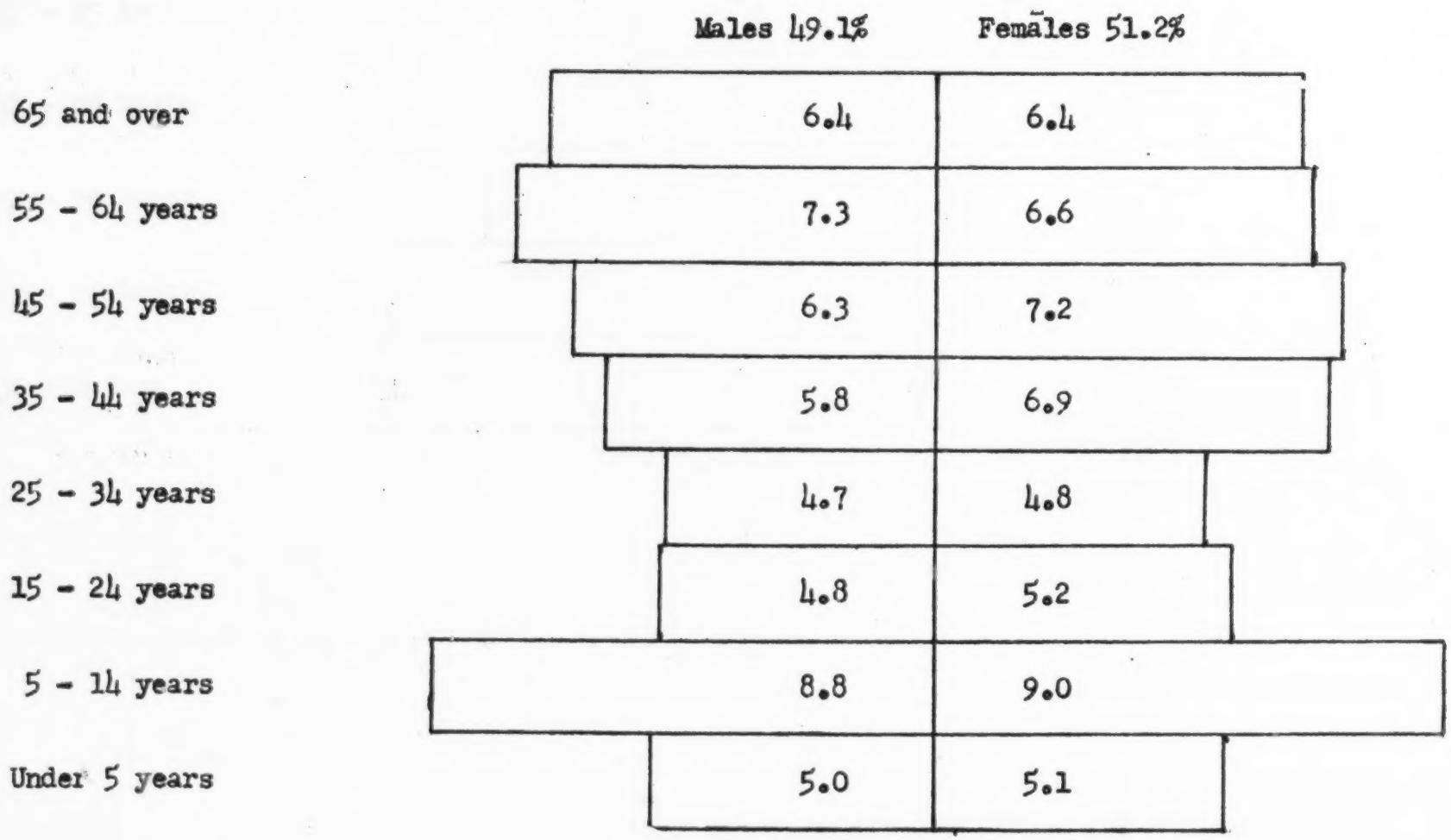
AGE-SEX DISTRIBUTION OF LAKE TOMAHAWK, ONEIDA COUNTY



AGE-SEX DISTRIBUTION
TOWN OF MANITOWISH WATERS, VILAS COUNTY

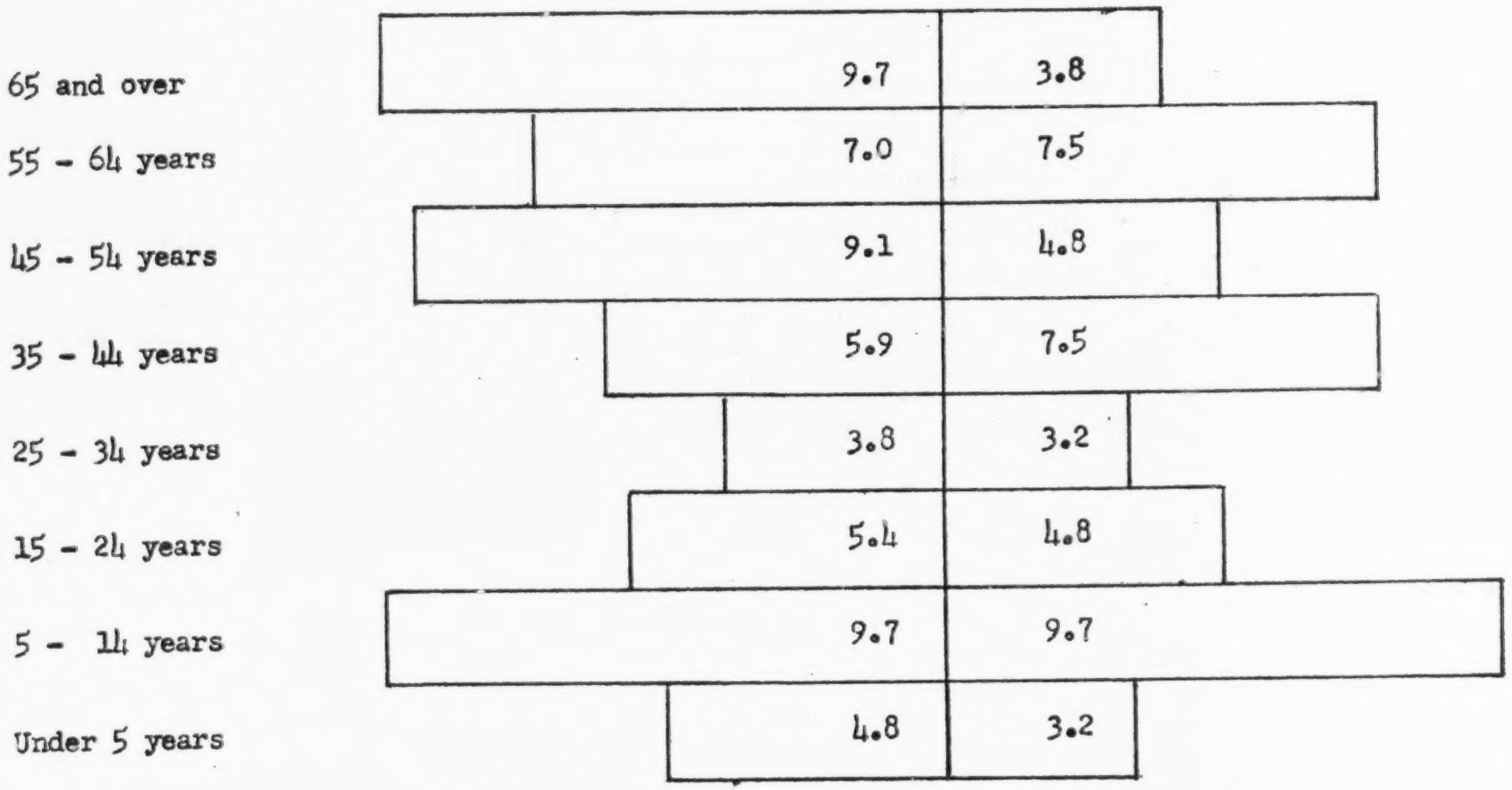


AGE-SEX DISTRIBUTION
TOWN OF MINOCQUA, ONEIDA COUNTY

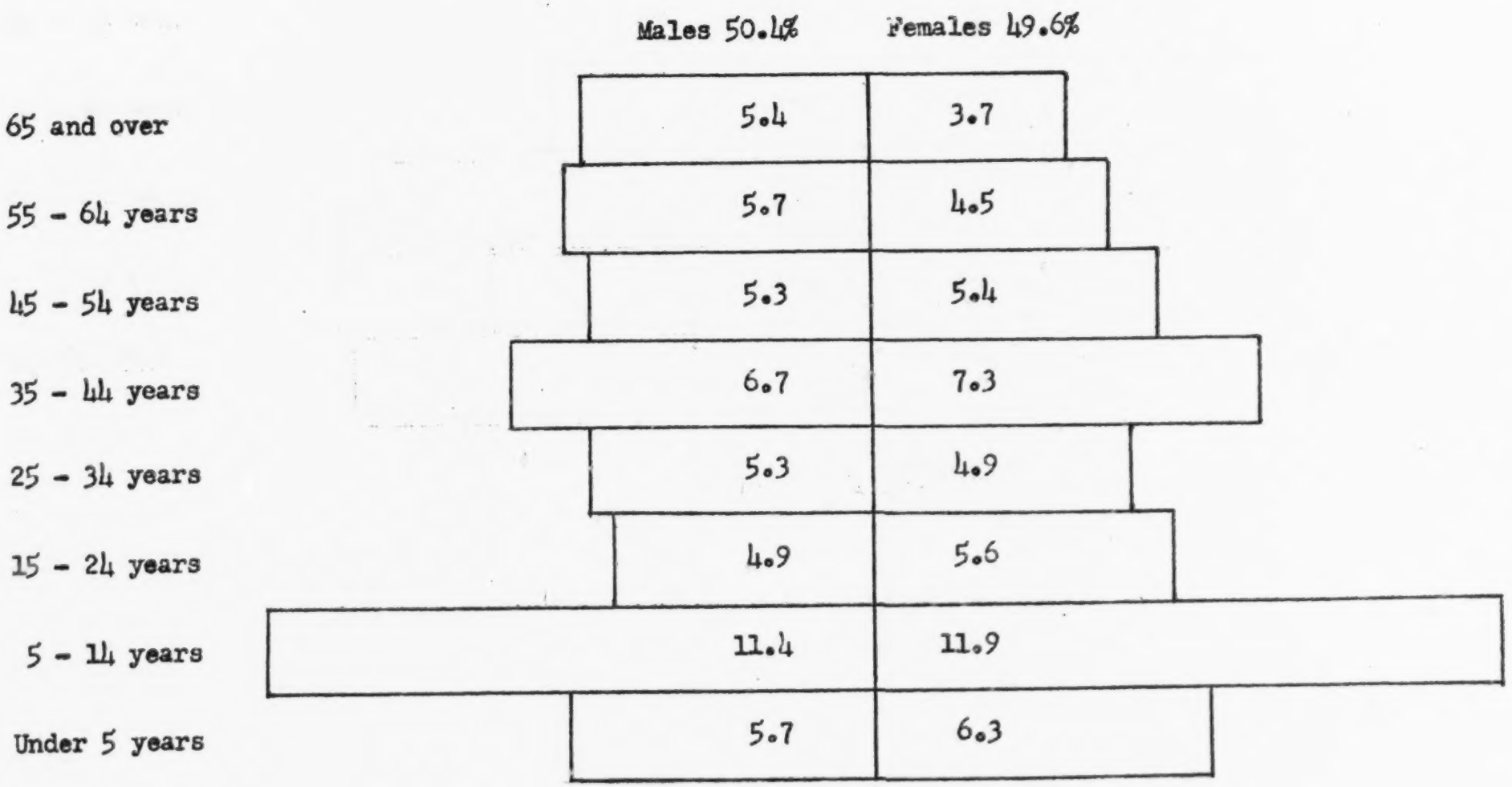


AGE-SEX DISTRIBUTION
TOWN OF WINCHESTER, VILAS COUNTY

Males 55.4% Females 44.5%



AGE-SEX DISTRIBUTION
TOWN OF WOODRUFF, ONEIDA COUNTY



STUDENT RECORD SUMMARY

NAME: _____

GROUP: _____

SEX: _____ AGE AT WITHDRAWAL: _____

PARENTS' OCCUPATION: Father: _____

Mother: _____

ADDRESS: _____

PARENTS' NAMES: Father: _____

Mother: _____

PARENTS' NATIONALITY: Father: _____

Mother: _____

RECORDED REASON FOR WITHDRAWAL: _____

_____

_____

OTHER INFORMATION: (Failure notices, discipline problems, awards, etc.)

HIGH SCHOOL PERSONALITY EVALUATION

1. Motivation

1 2 3 4 5

2. Industry

1 2 3 4 5

3. Initiative

1 2 3 4 5

4. Influence

1 2 3 4 5

5. Concern

1 2 3 4 5

6. Responsibility

1 2 3 4 5

7. Integrity

1 2 3 4 5

8. Emotional Stability

1 2 3 4 5

NINTH GRADE SELF-EVALUATION

1. Plan for High School Education

   _____College Technical

   _____College Non-Technical

   _____Vocational Shop

   _____Vocational Commercial

   _____General

   _____Haven't Decided

2. Subjects enjoyed most (List two)

   _____

   _____

3. Subjects least liked (List two)

   _____

   _____

4. Favorite sports, hobbies and special interests

   _____

   _____

   _____

5. What kinds of things or subjects do you want to learn about in high school?

   _____

   _____

   _____

6. Ideas for job after schooling

   _____

   _____

7. Anything that keeps you from doing better school work.

   _____

   _____

8. Plans for training beyond high

   _____

9. How certain are you of your plans?

   _____Very

   _____Somewhat

   _____Questionable

TEST EVALUATIONS

I. Ability Tests

Name of Test	Date	Score	%ile	I.Q.

II. Achievement Tests

Names of Test	Date	Grade Expectancy	Grade

Iowa Test Profile:

1.	Background Soc. Studies	2.	Background Nat. Science	3.	Corr. in Expression	4.	Quan. Thinking	5. Reading Soc. Studies
6.	Reading Nat. Sciences	7.	Reading Literature	8.	General Vocabulary		Composite 1 - 8	9. Use of Sources

GRADE RECORD

Elementary (1-6 Average)

English: Language_____

Reading_____

Spelling_____

Writing_____

Mathematics_____

Social Science_____

Science_____

Art_____

Physical Education_____

Days Absent_____

Junior High (7-8 Average)

	Grade Ave.	No. of Courses
English		
Social Science		
Mathematics		
Science		
Art		
Physical Education		

Days Absent_____

High School (9-12 Average)

Course of Study_____

Change_____

	Grade Ave.	No. of Courses
English		
Social Science		
Science		
Mathematics		
Commercial		
Language		
Vocational		
Music		
Physical Education		

Days Absent_____

Last Date of Attendance_____

PARENT INTERVIEW GUIDE

1. Will you give me the names and ages of the people who lived in this home while your children were in high school.
(Identify mother and father figures; include roomers, etc. present age.)

2. How many rooms are there in your house? (Including indoor bathroom, excluding basement)

3. What kind of work do you do? (Write in description of job.)

MOTHER_____

FATHER_____

Mother	Father		
_____	_____	4.	Are you employed year round? How often? 1. Not applicable 2. Every week 3. Seasonally 4. Irregularly 5. Usually not employed
_____	_____	5.	How many days a week do you work when you are employed for pay? 1. 0 or not applicable 2. 1 day 3. 2 days 4. 3 days 5. 4 days 6. 5 days 7. 6 days 8. 7 days

6. What members of the family contribute to the family income?

1. Father
2. Mother
3. Both
4. Other (specify)_____

7. Would you tell me about how much of the family's money income from all sources was last year?

1. $7,000 or more
2. $4,000 and up to but not including $7,000
3. $3,000 and up to but not including $4,000
4. $2,000 and up to but not including $3,000
5. $1,000 and up to but not including $2,000
6. Less than $1,000

8. How far is your home from L.U.H.S.?

9. What was the usual transportation to and from school?
   1. School bus
   2. Car pool of parents
   3. Drive personal car
   4. Parents drove
   5. Car Pool of students
   6. Walked
   7. Other (specif,_____

10. How long have you lived here?_____
(If more than 2 years, skip to question 13)

11. If less than 2 years, where did you live before? Record place_____
   1. Within 1 mile
   2. 1 to 10 miles
   3. 11 miles or more

12. How long did you live there?
   1. Less than 1 year
   2. 1 to 3 years
   3. More than 3 years

13. Before coming to L.U.H.S. District, did you last live:
   1. City
   2. Village
   3. Rural - farm
   4. Rural - non-farm

14. Do you: (If arrangement is other than rental, skip to question 16)
   1. Rent your home?
   2. Own your home:
   3. Other_____(For example, live with relatives, live rent free, share crop with housing provided.)

15. If you rent, what arrangement do you use?
   1. Rent
   2. Rent by month
   3. Lease for one year or more

16. Did_____contribute to the finances of your home while attending L.U.H.S.? (Rent, food, heat, etc.)
   1. Yes
   2. No (If No, skip to question 19)

17. If yes, about how much was contributed?
   1. $2 or less per month
   2. $2 - $4 per month
   3. $ 4 - $8 per month
   4. More than $8 per month

18. Did you ask_____to contribute to family expenses or did he/she volunteer?
   1. Parents asked
   2. Students volunteered
   3. No response

Mother Father

_____ _____ 19. Were you able to attend high school for one year or more? (If no, skip to question 22)

_____ _____ 20. If yes, did you contribute to your home finances while you were in school?

1. All or most of the time
2. Some of the time
3. Never

(If the answer is "never", skip to question 21)

21. As you look back on this experience, do you think it was good for you to have helped the family?

1. Yes
2. No
3. No response

22. What was the last grade you completed in school?
(If parent completed high school, skip to question 24.)

23. Would you tell me why you left school?

1. To help at home
2. To add to the financial income of the family
3. To take a job in which I was interested
4. To get married
5. No longer interested in school
6. Other (specify)_____

24. In what way do you think more education might have been beneficial to you if you had continued?

Mother_____

_____

Father_____

_____

25. How often was one parent at home when_____left for school in the morning?

1. All or most of the time
2. Some of the time
3. None of the time

26. How often was one parent at home when_____came home from school?

1. All or most of the time
2. Some of the time
3. None of the time

xx

Mother Father

_____ _____

27. Do you think encouragement to finish school, given by a parent, has any effect on the student's desire to finish high school?
    1. Yes
    2. No
    3. No opinion

(If answer is "no" or "no opinion", skip to question 29.)

28. How would you go about encouraging your child?
    1._____
    2. No response

29. What reason did you give your child for his going to school?
    1. To fulfill requirements of the law
    2. To get an education
    3. To be with his friends
    4. To prepare for a job
    5. Other (specify)_____

30. What were your child's feelings about going to school?
    1. Liked school
    2. Indifferent toward school
    3. Disliked school

31. What reason do you see for your child's feeling toward school?
    1. Takes after parents
    2. Friends feel the same way
    3. Gets it from the neighborhood
    4. The teachers
    5. Other (specify)_____

32. How do you feel when you see neighborhood children playing in the street when they should be in school?
    1. I get angry at the school
    2. I feel sorry for the children
    3. I feel I should do something about it
    4. It is none of my business
    5. Other (specify)_____

33. How much schooling should a boy in this area have? (Minimum)
    1. Complete elementary school
    2. Complete high school
    3 Complete college
    4. Other (specify)_____

34. How much schooling should a girl in this area have? (Minimum)
    1. Complete elementary school
    2. Complete high school
    3. Complete college
    4. Other (specify)_____

35. Do you think that Lakeland High School is suited to educating your child?
    1. Yes
    2. No
    3. No response
    (If answer is "yes", skip next question)

36. Why do you feel the school is not adequate?

_____

_____

37. Do you consider the lack of a high school diploma an obstacle to success?

_____

38. What single factor do you think contributes most to success in life?

_____

39. What do you consider your race?
    1. White
    2. Indian
    3. Negro
    4. Other (specify)_____

40. Evaluation of condition of dwelling place by interviewer.

    1. Sound
    2. Dilapidated (includes inadequate original construction)
    3. Deteriorating

STUDENT INTERVIEW GUIDE

1. What is your exact date of birth?

_____
Month Day Year

2. What was the last grade you completed in school?_____

3. To what extent did you participate in the extra-curricular, non-athletic activities in high school? (Dance, clubs, drama, T bird, Thunderbolt, etc.)
   1. As much as possible
   2. Sometimes
   3. Very little
   4. Not at all

4. How active were you in athletics at school? (This includes intra-mural activity as well as conference competition.)
   1. Participated at almost every opportunity.
   2. Concentrated on one sport that interested most.
   3. Confined activities to physical education classes.
   4. Other (specify)_____

5. Did you have many friends at high school?
   1. Yes
   2. No
   3. No response

6. In your opinion, did the teachers at Lakeland Union High School like you?
   1. Yes
   2. No
   3. Some did, others didn't
   4. Not sure

7. Did you feel, while you were in high school, that you could serve as an officer in one of the clubs at L.U.H.S.? (Spanish, Latin, Service Club, Science Club, G.A.A.)
   1. Yes
   2. No
   3. No opinion

8. If you could do just as you pleased, what would you be doing five years from now?_____
_____

9. What course did you choose to follow when you entered high school? (Give examples)
   1. College Preparatory
   2. Vocational
   3. General
   4. Commercial

10. Were you ever held back a grade?
    1. Yes
    2. No

(If student answers "no", skip to question 15)

11. Did you feel, at that time, that the teacher was fair in keeping you back?
    1. Yes - Response_____
    2. No - Response_____
    3. Does not remember

12. Did you continue to be very close friends with those in your class who had moved ahead?
    1. Yes
    2. No
    3. No response

13. Did you make new friends in the class which moved into your room?
    1. Yes
    2. No
    3. No response

14. Were you more successful during the second year in the same class?
    1. More successful
    2. Less successful
    3. No difference

15. What did you like most about school?

    Record response_____

16. What did you dislike most about school?

    _____

17. Which courses were most useful?

    _____

18. What do you think is the reason most kids stay in school beyond legal requirements?
    1. Parents make them stay
    2. To help get a job
    3. They want to go to college
    4. They like school
    5. Other_____

19. Do you think that it is important to go to high school?
    1. Yes
    2. No
    3. No response

20. Do you think participation in school clubs and plays is important?
    1. Yes
    2. No
    3. Indifferent

21. Would you think back to the attitudes you held in the eighth grade? Did you want to go to high school then?
    1. Yes
    2. No
    3. Unable to respond

    (If subject graduated, skip to question 24)

22. With whom did you discuss your decision to leave school?
    1. Parents
    2. Guidance person
    3. Teacher
    4. Clergyman
    5. Classmates
    6. Other dropouts
    7. Other_____
    8. No one

23. What was your major reason for leaving school?
    Record response_____
    _____

24. How many hours were you employed each week during school year prior to leaving high school:
    1. 30-40 hours
    2. 20-30 hours
    3. 10-20 hours
    4. 5-10 hours
    5. Less than 5 hours
    6. Not employed

    Did you participate in other organized non-school activities?
    1. Church
    2. Sports
    3. Other_____

25. How long did it take you to find your first job after leaving high school?
    1. Less than one week
    2. 1 - 2 weeks
    3. 2 - 4 weeks
    4. More than 4 weeks
    5. Did not find job

26. What was your first job after leaving school?

    _____

27. How long did it take you to find your second job?
    1. Less than one week
    2. 1 - 2 weeks
    3. 2 - 4 weeks
    4. More than 4 weeks

28. What was the job?

_____

29. How many jobs have you had since leaving high school?

_____

30. What is the highest pay rate you have received? (Per hour, per day, per month)

_____

31. What is the lowest pay rate you received? (Per day, per hour, per month)

_____

32. What do you desire most at the present time?

_____

_____

33. What single factor do you think contributes most to success in life?

Write answer_____

_____

34. What do you think you will be doing 10 years from now? (Visualize real possibilities)

_____

_____

35. What do you consider your race to be?

1. White
2. Indian
3. Negro
4. Other _____

Iowa Tests of Educational Development

Test 1. Understanding basic social concepts

Score	Dropout		Graduate	
	Number	Percent	Number	Percent
1-10	34	77	22	39
11-21	10	23	26	47
21-30	-	-	8	14

Test 2. Background in the Natural Sciences

1-10	50	67	22	40
11-20	25	33	30	54
21-30	-	-	3	6

Test 3. Correctness and Appropriateness of Expression

1-10	40	57	18	27
11-20	28	40	32	49
21-30	2	3	16	24

Test 4. Ability to do quantitative thinking

1-10	50	81	15	34
11-20	12	19	22	50
21-30	-	-	7	16

Test 5. Interpretation of reading material in Social Studies

1-10	26	63	19	36
11-20	11	27	16	30
21-30	4	10	18	34

Test 6. Interpretation of reading material in natural sciences

1-10	37	55	13	40
11-20	27	41	14	44
21-30	3	4	5	16

Test 7. Ability to interpret literary materials

1-10	46	70	26	47
11-20	18	27	21	38
21-30	2	3	8	15

Score	Dropout		Graduate	
	Number	Percent	Number	Percent
	Test 8. General Vocabulary			
1-10	34	49	23	33
11-20	33	48	40	57
21-30	2	3	7	10
	Test 9. Uses of Sources of Information			
1-10	29	52	13	29
11-20	25	45	21	47
21-30	2	3	11	24

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